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ABSTRACT

Twelve issues of the National Education Association's (NEA) newsletter for NEA members in higher education focus on the following subjects: (1) NEA endorsement of Dukakis candidacy, and organizing at Southern Illinois University; (2) Dukakis STARS plan: a solid solution, and the Dukakis advantage; (3) the 100th Congress: praise from NEA, and the NEA health information network; (4) Texas: terminations, turmoil, and TFA (Texas Faculty Association), organizing in Texas, and accreditation in higher education: the NEA role; (5) the NEA higher education conference for 1989, and pay equity in Florida; (6) TIAA-CREF (Teachers Insurance, and Annuity Association and College Retirement Equities Fund) reform and NEA and TIAA-CREF; (7) the humanities: on the offensive, and the urban university; (8) NEA community college governance policy and academic alliances; (9) assessment: the NEA perspective, and the right wing on campus; (10) new report on higher education NEA state affiliate relations, and behind the new affiliate relations work group report; and (12) leadership elections top NEA Representative Assembly agenda, and turmoil in China. (SM)

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NATIONAL EDUCATION ASSOCIATION

HIGHER EDUCATION ADVOCATE. Volume VI, Number 1 - 12

Editor: Harold Wechsler

HE 022 771

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Volume VI, Number 1 NATIONAL EDUCATION ASSOCIATION *September 29, 1988*

Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler
Production: Marsha Pearson

NEWSBREAK

Dukakis Candidacy Wins NEA Endorsement

After a year-long bipartisan evaluation process, Michael S. Dukakis has won NEA backing in this fall's Presidential election.

Dukakis was the overwhelming choice of the 8,479 NEA Representative Assembly delegates who were mailed endorsement ballots the day after the Republican convention ended. Dukakis received 86 percent of all votes cast.

NEA President Mary Hatwood Futrell announced the endorsement vote tally at a Washington, D.C. news conference earlier this month. She called Dukakis a man who would work "side by side with the education community to improve American education."

The NEA endorsement vote capped a process that began well over a year ago when NEA sent a questionnaire on education issues to all 15 announced Democratic and Republican Presidential candidates. All the candidates were also invited to NEA headquarters in Washington for an interview with President Futrell. These interviews were videotaped and then made available to NEA affiliates.

Last fall, NEA members had the chance to watch these videotapes — and express their opinions on the candidates and the issues — at a series of over 1,700 open hearings held across the United States.

Michael Dukakis completed both the written NEA questionnaire and the videotaped interview with President Futrell. Despite repeated requests from President Futrell and the NEA Republican Educators Caucus, George Bush didn't respond to the written questionnaire until last month — and then returned a response that ignored many of the NEA survey's questions.

Governor Dukakis is a former instructor at Harvard's JFK School of Government. During his tenure as Massachusetts governor, the state scholarship program increased four-fold between 1983 and 1987. Salaries for faculty at Massachusetts public higher education institutions are up 51 percent in the past two contracts.

As President, Dukakis pledges to reverse the Reagan Administration's emphasis on student loans at the expense of grants, and end the underfunding of both.

Dukakis believes that no student should be denied a college education solely because of financial need. He would expand work-study programs to include public service components. This he notes, would help make college more affordable and help attract graduates to socially useful careers.

Dukakis also calls for the creation of a new Student Tuition and Repayment System (STARS) for students with no other means of financing their education. STARS would allow students to repay their college loans through payroll withholding according to a schedule proportionate to future earnings. It would not replace existing student loan programs.

A recent NEA/Gallup Poll shows that Americans consider the quality of education the key issue in this year's election — and that candidate positions on educational issues may well affect how people vote in November.

"By a 66 to 15 percent margin, Americans say they would be more likely to support a candidate who favors increasing federal aid to education," NEA Executive Director Don Cameron notes.

Only the Democratic Party platform, Cameron adds, calls for a "significant" increase in federal aid to education. "The choice before the American people this year on education," says Cameron, "could hardly be clearer."

UPCOMING: Election Day is November 8. Watch the next issue of the Advocate for more information comparing the Dukakis and Bush candidacies.

NEWSMAKER

Sheila Ruth

ORGANIZING AT SIU

A three-year long NEA organizing effort at Southern Illinois University's three campuses at Edwardsville, Carbondale, and Alton is about to culminate in a series of five representation elections. At stake is the right to represent SIU faculty and professional staff. Professor of Philosophy Sheila Ruth, an Illinois Education Association-NEA activist, chairs the SIU Edwardsville Faculty Organizing Committee.

Professor Ruth is the winner of SIUE's 1988 Teaching Excellence Award. **Higher Education Advocate** ***editor Harold Wechsler recently interviewed Professor Ruth about the SIUE organizing effort.***

Q. *Your campaign employs four themes: academic excellence, academic governance, academic freedom, and accountability. How did these themes emerge?*

A. The SIUE faculty has always been concerned primarily about the educational mission of the college. Faculty prerogatives that have a major impact on the quality of education, such as freedom in scheduling or determining class size, have been partially or fully taken away from us. Our faculty feel that they have lost the opportunity to be creative, and to develop professionally.

The governance theme is intertwined. For about 10 years before the organizing effort, there had been an erosion of faculty participation in governance. Unless we get full participation in decision-making, we can't increase excellence. The academic freedom theme arose during our organizing. In various situations, faculty members were pressured and even threatened.

But the accountability theme took center stage. Before our organizing effort, the administration was not held accountable to the faculty or to the university community. We showed that we could hold the administration accountable by keeping the spotlight on important actions, such as giving administrators huge salary increases while faculty received no raises at all.

Q. *How can IEA-NEA increase academic excellence?*

A. Four ways: With IEA-NEA we can negotiate for the improvement of academic conditions — such things as course offerings, course content, and class size. Second, faculty empowerment, which increases the sense of joy in what we're doing, reenergizes our commitment to excellence. The contempt we felt from the administration destroyed our enthusiasm.

Third, we can improve certain of the conditions of employment, including, for example, the amount of time and funds released for research and travel. Finally, since NEA has academic excellence as a priority both at SIUE and nationally, we can work better with high schools and other educational institutions to increase our ability to deliver excellence.

Q. *What about accountability?*

A. The administration believes it can do what it pleases. Faculty dissatisfaction, voiced or not, has little effect.

One major issue before us is information. The administration often distorts or withholds information completely or parcels it out in such a way that faculty members make poor decisions based on inadequate knowledge. This is especially troublesome on complicated issues. During a controversy over equity raises, IEA discovered that the administration failed to reveal major aspects of the budget. It seems to count on faculty ignorance.

IEA is the only force on campus that works to inform the faculty. We have about 20 of the best faculty as leaders, each with different interests and experience, and we have been able to keep faculty informed each in our separate spheres. The faculty relies on the Association now, and knows that we hold the administration accountable.

Q. *What happens next?*

A. The election, I hope. We have a solid organization. Also, we've slowly but surely gained the respect and trust of the faculty. I strongly feel that IEA will win. We have a parent organization that has worked for us and with us from the beginning. We know it will help us negotiate and enforce a first-class contract. IEA is a powerful lobby, and we desperately need that influence in the state legislature. The faculty will vote union—and IEA-NEA.

For further information contact: Professor Sheila Ruth, (618-692-3860).

REMINDER: *Thought and Action*, the biannual journal for NEA higher ed members, is soliciting articles for future issues. Send submissions to: *Thought and Action*, 1201 16th Street, N.W., Washington, D.C. 20036

INSIDE NEA

Freedom of Information

The NEA has joined the Coalition on Government Information, a group of 50 organizations concerned about the citizen's right to be well-informed about federal government activities. Established by the American Library Association, the Coalition focuses national attention on all efforts that limit access to information—and works to improve that access.

"We are very encouraged that the NEA's 1.9 million members have recognized the importance of this issue and joined our efforts," notes Coalition President Nancy Kranich, whose article on government threats to freedom of information appeared in NEA's *Thought & Action* journal last spring. "The addition of the NEA to the Coalition strengthens our link to local colleges, universities, and schools."

Last year, the NEA participated in many Coalition activities, including Freedom of Information Day on Capitol Hill.

Publications

The Review Panel of *Thought and Action,* the NEA higher education journal, has three new members: Stephen Hanzely, Youngstown State University, Jesse B. Harris, Jr., Southern Illinois University, and Ralph B. Newbert, University of Maine. Each will serve for a three-year term.

The new issue of *Thought and Action,* now in the mail to NEA higher education members, features symposia on scholarly publishing and women's studies as a field of scholarship.

CAPITAL REPORT

The Budget

Congressional negotiators have approved a FY 1989 education budget that includes a 5 percent increase for Pell Grants. If both houses of Congress approve the legislation, Pell funding would increase to $4.5 billion.

Other appropriations: $3.1 billion for Guaranteed Student Loans, $219 million for TRIO programs, $438 million for Supplemental Educational Opportunity Grants, $610 million for Work/Study programs, and $184 million for Perkins loans. The Reagan Administration initially proposed that SEOG's and Work/Study programs go unfunded.

The legislation also contains $1 million for an Administration-proposed center on the education of the disadvantaged that many critics view as too little, too late.

Trade Legislation

After several years of hearings and deliberations, and after a presidential veto of an earlier version, a new trade bill has become law. The bill authorizes several education and training programs on the postsecondary level, including:

- regional centers to advance technology transfer from postsecondary institutions to business.
- an Office of Training Technology Transfer in the U.S. Department of Education.
- a repair program for university research facilities.
- academic programs for preparing teachers of illiterate adults to read and write.
- efforts to encourage corporations and private groups to become more involved with postsecondary institutions.

ON THE CAMPUS

Reform in Business Education

Over a half million students are enrolled in management education courses in American colleges. Over 25,000 faculty members teach in schools of business.

University of California/Irvine professor Lyman Porter and University of Oklahoma professor Lawrence E. McKibbin have now published a comprehensive report on the future of business education: *Management Education and Development: Drift or Thrust into the 21st Century?* The study was commissioned by the American Assembly of Collegiate Schools of Business. The major findings:

- Business schools have markedly improved since the last national survey in 1959. Indeed, complacency and self-satisfaction appear to be the dominant attitudes about collegiate management education. These attitudes may inhibit the implementation of needed curricular and structural changes.
- The corporate world is generally satisfied with business school performance, especially in imparting analytical skills, motivation, and content-area knowledge. Many managers would like to see more practical education, and a greater emphasis on cultivating interpersonal skills.
- Academic colleagues believe business school faculty status is high, but university authorities believe that business faculty insufficiently interact with colleagues in other divisions.

An executive summary of the new report is free from: AACSB, 605 Old Ballas Road, Suite 220, St. Louis, MO 63141.

Higher Education Bibliography Yearbook, 1988, provides full descriptions of outstanding works on higher education published within the last year. Price $85.00 prepaid. Special: 1987 edition $5.00 with order. Educational Research Associates of Washington, 2005 Klingle Road, N.W., Washington, D.C. 20008.

PROFESSIONAL NEWS

GRANT OPPORTUNITY ■ October 18 is the deadline for preliminary applications to the Comprehensive Program of the Fund for the Improvement of Postsecondary Education. The federally funded program solicits proposals aimed at "encouraging reform, innovation, and improvement of postsecondary education and providing equal educational opportunity for all." Over the past 16 years, FIPSE has spent $176 million on 1,260 projects. In 1987, the average grant was $63,000. Contact: FIPSE, 7th and D Streets, S.W., Washington, D.C. 20202-5175.

MINORITIES ■ By the year 2000, almost 42 percent of all American public school students will belong to minority groups or be **living in poverty,** notes *One Third of a Nation,* a new report from the American Council on Education. The report urges a renewed commitment towards full minority student participation in higher education. Copies are $8.00 prepaid from: Publications Department, ACE, One Dupont Circle, Washington, D.C. 20036.

PUBLICATION ■ The *1988 AACJC Statistical Yearbook of Community, Junior, and Technical Colleges,* published by the American Association of Community and Junior Colleges, includes **up-to-date information** about the nation's 1,224 two-year colleges, their 5 million students, and 275,000 faculty. Price: $31.50 prepaid for employees at AACJC institutions and $40 prepaid for all others. Contact: AACJC Publications, 80 South Early Street, Alexandria, VA., 22304.

RESEARCH ■ The U.S. Institute of Peace promotes scholarship and education on international peace and conflict management. It invites proposals for research. Institute-funded projects have addressed religious and ethical questions in war and peace, the use of nonviolent sanctions in confronting political violence, and global security in the nuclear age. Deadline: open. Contact: U.S. Institute of Peace, 1550 M Street, N.W., Washington, D.C. 20005 (202-457-1706).

EXCHANGE ■ The Committee on Scholarly Communication with the People's Republic of China announces the 1989-1990 Visiting Scholar Exchange Program. The program supports one to three-month visits for American scholars in all disciplines. Women, minorities, scholars beginning their careers, and scholars visiting provincial institutions in China are especially encouraged. Deadline: November 15. Contact: CSCPRC, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418. (202-334-2718).

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FROM THE LECTERN:

"We must commit ourselves to the fundamental principle that all eligible youngsters should have the opportunity to get a college education."

—Michael S. Dukakis, Democratic Candidate for President of the United States

Volume VI, Number 2. NATIONAL EDUCATION ASSOCIATION *October 27, 1988*

Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler
Production: Kathleen M. Kelly

NEWSBREAK

Dukakis STARS Plan: A Solid Solution

The finances of college education have become a top priority issue for millions of Americans threatened by rising costs. Where do the candidates for President stand on this key concern?

Michael Dukakis has advanced a major new initiative called the STARS program. This new loan effort aims to assure all students an opportunity for higher education.

STARS would allow students to pay back college loans through payroll deductions during their working years. STARS would supplement, not supplant, existing federal grant and loan programs. Dukakis does believe that many students would find STARS a more attractive option than current programs.

Under this Dukakis proposal, banks would provide the loans and recipients would pay them off by payroll deduction at a constant rate during their working years. The government would incur no cost.

George Bush's solution to the college cost problem is the tax-free savings bond. Bush would allow parents with annual incomes under $50,000 a year to put up to $1,000 a year into an "Individual Savings Account." No taxes would be charged on the interest. The funds would have to remain in the account for at least five years. Unlike an IRA, the principal would not be tax deductible.

Critics say that the tax savings are not worth the restrictions that are placed on deposits. They maintain that Bush's approach would not solve the college cost problem that the Reagan-Bush Administration helped bring on in the first place.

The Administration has shifted the student aid emphasis from grants to loans, and this shift is heavily indebting a generation of students. On top of this shift, critics point out that Reagan-Bush cutbacks in federal education funding have created budgetary shortfalls that colleges must make up through higher tuition charges.

This past year, the Reagan-Bush Administration opposed moves to make Pell Grants an entitlement program, on the grounds that the move would be too costly. The result? The size of Pell Grants awarded continues to depend on annual congressional appropriations. During the Reagan-Bush years, Pell Grants have rarely been funded to the maximum levels.

Dukakis sees the STARS proposal as part of a strategy to restore educational resources to their pre-Reagan levels. He is committed to righting the imbalance between grants and loans in the current federal student aid package.

Dukakis also proposes a National Teacher Excellence Fund—funded at a quarter-billion dollars the first year—that would provide scholarships and loan forgiveness to students who teach after they receive their degrees. Another Dukakis initiative: support of state-supported college opportunity funds that will help assure that parents will have the money for college tuition and fees.

Among other Dukakis higher ed priorities: full restoration of the work-study program and reduction of the high student default rate. His proposals include intensified loan counseling and toughened enforcement. Dukakis also encourages public-private partnerships that encourage disadvantaged students to stay in school and go to college.

NEA President Mary Hatwood Futrell notes that NEA has ready access to Dukakis. "When Michael Dukakis is elected president, America's students and faculty will have a friend in the White House," Futrell adds.

[illegible] Election Day is November 8. Volunteer to support the Dukakis-Bentsen campaign and vote for candidates whose support of education has won them the NEA endorsement.

NEWSMAKER

Q. *Tell us about yourself and your accomplishments for education in Massachusetts.*

A. I've worked closely with teachers my whole life. My wife, my three children, and I are products of first-rate public education. I believe in it deeply. My parents came to this country 75 years ago as Greek immigrants. My mother's elementary school principal encouraged her to attend college. She became a teacher after college, so I grew up with that as part of my life.

Nobody knows better than me how important education is to our economic future. The low unemployment rate in Massachusetts comes from our commitment to education. A good college education is one of the best doorways to a good and productive life.

Q. *Will education be a high priority in your administration?*

A. The jobs American will create in the future will not be easy jobs. Young people will have to know things that people who entered the job market 25 or 50 years ago didn't know. We need a president who will work with NEA, parents, and other advocates for good schools and colleges, and who will commit federal resources to make a partnership work. People are looking for a President and a Secretary of Education who can work closely with the Congress and commit us to a strong educational future.

Q. *As President, what would you do to assure educational excellence?*

A. In Massachusetts, we've quadrupled the state scholarship program, provided tuition-waivers for low-income students, created scholarship programs for adults and part-time learners, and helped colleges run summer programs for disadvantaged high school students. But the states need strong Presidential leadership. Here's what I'll do:

Michael Dukakis

THE DUKAKIS ADVANTAGE

Michael S. Dukakis, 54, received a B.A. from Swarthmore in 1955 and a J.D. from Harvard in 1960. After eight years in the Massachusetts legislature, Dukakis was elected governor in 1974. He is now in his third term.

As governor, Dukakis has increased higher education spending by 51 percent over the last five years, the largest increase of any industrial state. This summer, he signed a $355 capital outlay bill for the state's colleges and universities. Late this summer, Dukakis received the NEA endorsement.

NEA President Mary Hatwood Futrell interviewed Gov. Dukakis as part of the NEA endorsement process. Her questions—and the Dukakis replies—appear here.

First, I'll get a Secretary of Education who is not only committed to quality education but who will encourage, and inspire this country and the Congress.

Second, I'll assure that any youngster who finishes high school, is qualified to do college work, and is admitted to college will never be denied that opportunity because of financial need. The annual assault on Pell Grants will stop. The present administration has made it more difficult for many students to afford college by diverting funds from Pell Grants to loan programs. In fact, Reagan/Bush Administration requests would have completely eliminated middle-income families from Pell Grant eligibility.

Third, to promote good teaching, we'll give scholarships to students who will teach for after graduation.

Q. *Your Student Tuition and Repayment System (STARS) proposal would provide students the option of repaying college loans through a payroll withholding schedule proportionate to future earnings. Would this program replace all current forms of federal aid and loans?*

A. Federal higher education support programs have allowed millions of students to attend college. My STARS plan complements that system and does not replace any existing higher education loan or grant program. I suspect that many students will find STARS a more attractive proposition than GSL's. But we also believe GSL's should be available to students unwilling to make a long-term commitment.

Q. *What's the best reason for NEA members to vote for you?*

A. If Mike Dukakis is elected President, you're not only going to have a friend in the White House, you're going to have somebody who will work with you, and involve you in attaining a quality education for every young person.

REMINDER: Plan to attend the NEA Higher Education Conference, February 24-26, 1989 at the Orlando Marriott, Orlando, Florida.

INSIDE NEA

Publications

Entering the Profession: Advice for the Untenured is the newest addition to the NEA series, "To Promote Academic Justice and Excellence." This new manual reviews the standards and practices that govern faculty employment in higher education. It offers candid suggestions for protecting the rights of faculty members.

James Davenport, president of NEA's National Council for Higher Education, notes that new faculty members tend to concentrate their efforts on their teaching, and research. In the process, says Davenport, they largely ignore their employment relationship with the institution, perhaps until it's too late. The booklet, Davenport adds, helps teacher/scholars avoid unnecessary problems.

Single copies of *Entering the Profession* are available from: Office of Higher Education, NEA, 1201 16th St. NW, Washington, DC 20036.

State News

The Minnesota Community College Faculty Association has approved a new affiliation agreement with the Minnesota Education Association. "With this new agreement, MCCFA stands ready and eager to renew its commitment to the K-G agenda in Minnesota and the nation," says MCCFA President Jennings Simpson. "We look forward to working in a cooperative spirit with both MEA and NEA."

Correction: In an article in the July 25, 1988 *Advocate*, Massachusetts was left off the list of states with over 1,000 NEA higher ed members. Current membership totals 6,439.

CAPITAL REPORT

Accreditation

Last year, NEA challenged Education Secretary William Bennett's attempt to turn accrediting agencies into watchdogs over colleges. Bennett wanted institutions that wished to be accredited to specify appropriate educational objectives for the degrees offered. The institutions would then have to adopt appropriate measures "such as testing" to assess the attainment of these objectives.

NEA argued that the proposed regulations could result in the replacement of faculty by professional test makers.

In the final regulations, Bennett backtracked. The regulations call only for accrediting agencies "to seek evidence that their accredited institutions or programs are satisfactorily assessing educational effectiveness."

Secretary of Education

The Senate has confirmed President Reagan's nomination of Lauro F. Cavazos, president of Texas Tech University, as secretary of the U.S. Department of Education. Cavazos replaces William Bennett.

After becoming Texas Tech president in 1980, Cavazos changed the institution's tenure policy to include tenure quotas and term tenure. The faculty then overwhelmingly voted no confidence in Cavazos. When the Texas Faculty Association threatened a lawsuit, Cavazos negotiated an agreement with the faculty that restored most of the previous tenure policy and eliminated the quotas.

Some speculate that Cavazos will remain in office if George Bush wins the November election.

ON THE CAMPUS

SAT/ACT Scores

Average verbal SAT scores declined two points to 428 in 1987-88 while math scores held steady at 476, reports the College Board. The ACT composite score is 18.8, a 0.1 increase.

College Board President Donald M. Stewart notes that the math scores of all ethnic groups rose this year, while the verbal averages for most ethnic groups stayed the same or went up. "Blacks gained 7 points and Mexican Americans 4 points on the math portion of the SAT, and 2 and 3 points, respectively, on the verbal," says Stewart.

Male SAT verbal scores remained the same while their math scores declined by two points. Female verbal scores declined by two points, while their math scores increased by two points.

ACT English scores rose by 0.1 to 18.5, while social studies scores dropped by 0.1 to 17.4. Math and natural science scores stayed at 17.2 and 21.4 respectively.

NEA President Mary Hatwood Futrell says increases in minority student scores continue a decade long trend and "give positive signals that schools are doing a better job." Adds Futrell: "But there remains a long way to go."

Parental Leave

A new policy at the University of California allows faculty members who are parents of young children to stop their tenure clocks for up to a year.

Under the policy, faculty with primary responsibility for raising a child aged 5 or under may continue to teach and draw pay, but their probationary period could be extended from the customary eight years to a ninth year.

EX LIBRIS: *College Student Outcomes Assessment: A Talent Development Perspective* emphasizes institutional effectiveness, rather than reputation or resources, in defining and assessing excellence. Copies are $10 prepaid from: ASHE-ERIC Higher Education Reports, One Dupont Circle, Suite 630, Washington, DC 20036.

PROFESSIONAL NEWS

PUBLICATION

■ *The Review of Higher Education* publishes articles, essays, and reviews that advance the study of colleges and universities. The *Review* is a membership benefit of the Association for the Study of Higher Education, a society of scholars, researchers, and practitioners dedicated to the advancement of higher education as a field of study. Dues: $40/year ($25 for students). Contact: Prof. D. Stanley Carpenter, Educational Administration, Texas A&M University, 222 Harrington Tower, College Station, Texas 77843.

STATISTICS

■ Half of all American colleges and universities reported net gains in their number of full-time faculty in 1987-88. But only 25 percent of higher ed institutions reported a net gain in minority faculty. These statistics are reported in *Campus Trends 1988*, an annual report of the American Council on Education. Copies are $8 ($5 for ACE members) prepaid from: Division of Policy Analysis and Research, ACE, One Dupont Circle, NW, Washington, D.C. 20036.

NEW JOURNAL

■ *NWSA Journal* is an interdisciplinary, multicultural, feminist journal that includes groundbreaking articles in feminist research, pedagogy, and public policy. It includes reviews of books, films, and other educational materials. Subscriptions: NWSA members-$15; non-members-$28.50. Contact: ABLEX Publishing Corp., 355 Chestnut Street, Norwood, NJ 07648-9975.

COMPUTERS

■ Students who apply for admission to the University of Richmond may now submit their applications on computer disk. The disk contains all the information and questions contained on a regular form, as well as the college's alma mater and fight song. Six hundred prospective students have requested the 1989-90 form.

CAREERS

■ *Image World* informs college and high school students about careers in graphic communications. Recent issues include articles entitled "Typesetting: Making Words Look Good," and "Advertising." Each issue profiles a college that offers graphic arts instruction. Instructors may request free subscriptions of up to four bundles containing 12 copies each. Individual students may order their own free subscriptions. Contact: *Image World*, T & E Center, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York 14623.

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FROM THE LECTERN:

"We must end the current Administration's annual assault on Pell Grants. Pell Grants are the helping hand for thousands of disadvantaged students."

—Michael S. Dukakis, Democratic Candidate for President of the United States

Volume VI, Number 3. NATIONAL EDUCATION ASSOCIATION November 21, 1988

Higher Education Advocate

For NEA Members in Higher Education

NEWSBREAK

The 100th Congress: Praise From NEA

After the 100th Congress adjourned at 3:16 a.m., October 22, the *New York Times* noted: "Congress regained its voice in the 1987-88 sessions." NEA lobbyists on Capitol Hill put it a little differently: In 1987 and 1988, Congress listened to the voices of NEA members.

The 100th Congress will probably be best known for defeating the nomination of Robert Bork and passing the Civil Rights Restoration Act over President Reagan's veto. The act prohibits discrimination at institutions that accept federal funds for any program or activity.

But Congress also enacted the first major welfare reform in 50 years, trade legislation that contained a higher education component, a plant closing bill, and a clean waters act.

The historic 100th Congress also passed bills for housing the homeless, Japanese-American reparations, mass transit, a new cabinet-level department of veterans affairs, ethics in government, catastrophic health insurance, military base closings, UN financing, AIDS, and to limit smoking on airlines. And in its final days, the 100th Congress passed a flurry of NEA-supported legislation.

Among the last-minute measures: a Technical Corrections Act that modifies and clarifies the 1986 Tax Reform Act. The new key education provisions:

- Employer-provided education assistance remains tax exempt through 1989. Research and teaching assistants retain their tax exemption; other graduate students lose theirs. The maximum benefit is restored to $5,250.
- Deferred benefits, including employee vacation, sick leave, disability pay, and death benefit plans are exempted from taxation.
- Interest earned on U.S. Savings Bonds is exempt from taxation if used to pay *college expenses* beginning in July, 1989. This benefit is phased out for families earning between $60,000 and $90,000.
- Tax credits for research and development are extended.

NEA Government Relations specialist Gary Timmons calls the 100th Congress "productive."

Adds Timmons: "Congress advanced the NEA agenda by enacting the Civil Rights Restoration Act — and also by approving a half dozen bills in the final days of the session. But several initiatives were not completed: the Comprehensive Child Care Act and the Family and Medical Leave Act. We're pledged to work with concerned members of Congress to move ahead on these measures in 1989."

Other education-related legislation, Timmons notes, still awaits President Reagan's signature at *Advocate* press time:

- A drug bill that withholds or denies aid to any student convicted of a drug-related offense. NEA opposed this provision. The bill authorizes an NEA-supported drug-education program.
- The NEA-supported McKinney Homeless Assistance bill that provides funding for housing assistance, emergency food and shelter, community services, training and veterans programs through FY 1991. Also: a juvenile justice bill that helps runaway, homeless, and missing children.
- NEA-supported legislation that helps school districts test for lead contamination in school drinking water. The measure also provides for testing students for lead poisoning and recalling water coolers with lead-lined tanks.
- A bill, also supported by NEA, that requires warning labels on arts and crafts materials that cause chronic health problems.
- An NEA-supported bill that sets limits on the length of commercials shown during children's programming. President Reagan vetoed this bill.

UPCOMING: Watch next month for a special *Higher Education Advocate* insert on accreditation and higher education.

NEWSMAKER

Jim Williams

THE NEA HEALTH INFORMATION NETWORK

In 1987, the NEA and four other national organizations deeply concerned about America's physical well-being formed a Health Information Network (HIN) to support the education of young people about the dangers of behaviorally related diseases.

The Network made its first project education about the Human Immuno-deficiency Virus (HIV) and AIDS. Over the last two years, the NEA Health Information Network has undertaken a wide variety of anti-AIDS initiatives.

Higher Education Advocate *editor Harold Wechsler recently asked HIN Director Jim Williams about the Network's philosophy and activities.*

Q. *What's the NEA Health Information Network all about?*

A. The diseases that are killing and disabling Americans today—diseases ranging from HIV/AIDS to lung cancer—are diseases that can be greatly reduced through education.

The more Americans, and students especially, understand how their behaviors can put them at risk for these diseases, the more likely this nation can halt their tragic spread. But a new Louis Harris poll shows that only 54 percent of America's students are learning about HIV/AIDS as part of the curriculum.

Professors and staff must play a critical role in an intensified education process, but, to succeed, they need dependable, up-to-date information. The Health Information Network is a cooperative, effort designed to provide this information.

We have four partners: the National Association of School Nurses, the U.S. Public Health Service, the American Academy of Pediatrics, and Merrell Dow Pharmaceuticals.

We also work closely with CDC, the U.S. Centers for Disease Control.

Q. *What can the Network do?*

A. Through the Network, we can forge broad-based support for health education. Educators, as Surgeon General Koop points out, are the only committed, national group that can reach students *before* they engage in behavior that invites disease.

But effective education raises sensitive issues. Even at the college level, we need the support of the home and of the wider community for what is taught. We're building that support.

Q. *Can you give some specifics?*

A. We've distributed to educators over 2 million copies of our pamphlet, *The Facts About AIDS,* in English and Spanish. We've conducted pilot AIDS education programs in Minnesota, New Jersey, and Maryland.

We've advised the CDC in the development of *Guidelines for Effective School Health Education to Prevent the Spread of AIDS,* a set of curriculum guides.

We're also conducting training programs and workshops for NEA state affiliate conferences and conventions.

And last spring we sponsored, with CDC, a national conference in Atlanta on HIV/AIDS education. That conference was designed to help state affiliates develop HIV/AIDS prevention strategies.

Q. *Have the Network's special higher education activities been effective?*

A. The *Higher Education Advocate* edition of *The Facts About AIDS* that we published last year is still in demand. We receive frequent requests to reprint the booklet, or to have it included in anthologies about HIV/AIDS.

Dr. Richard Keeling's article, "Effective Responses to AIDS in Higher Education," in last spring's NEA *Thought and Action* was also well-received. Keeling is perhaps the leading authority on HIV/AIDS and higher education issues. We're delighted that he was able to share his vast knowledge with NEA higher education members.

Q. *What's next?*

A. We've received a CDC training grant to educate NEA Uniserv staff about HIV/AIDS. We're also working with the American College Health Association and Dr. Keeling on a similar training program for higher ed faculty. The Network is expanding to include health issues beyond HIV/AIDS—issues like cholesterol, eating disorders, and smoking.

Behaviorally linked health problems plague our society, but education can make a difference. We continue to drive home the message that the kind of life we choose today determines if we live tomorrow.

REMINDER: For information on the NEA Health Information Network, contact Jim Williams, Director, 100 Colony Square, Suite 200, Atlanta, Ga. 30361 (404-875-8819).

INSIDE NEA

Benefit Improvement

NEA has improved its Educators Employment Liability Program for higher education members.

Until now, EEL program coverage for peer review activities was limited to lawsuits against members arising from a member's service on a "duly constituted peer review committee." The insurance did not cover department chairs and others who made independent peer review judgments.

The EEL program now provides liability protection for peer review activities outside of a committee setting. Coverage is limited to members who are not primarily employed "to perform managerial or supervisory activities."

Contact: Lynn Ohman, Legal Service Programs, NEA (202-822-7080).

Contracts

The Broward Community College Faculty has negotiated a two-year contract with Broward Community College. The contract includes the college's first salary schedule since 1980. Salary increases range from 7 to 20 percent. The average raise is 12 percent. The faculty also gained a strengthened tenure policy.

Contact: Jeanette Madea, BCCF, Broward C.C., 3501 S.W. Davie Rd., Ft. Lauderdale, FL 33314.

Call for Papers

The NEA Professional Library is soliciting manuscripts for two anthologies for teacher educators. The titles: *Teacher Induction* and *Teacher Recruitment and Retention*. For manuscript preparation information, contact: Gordon Felton, NEA Professional Library (202-822-7250). Deadline: February 1, 1989.

CAPITAL REPORT

Default Legislation

The new Congress that convenes in January faces a thorny higher ed issue left over from the 100th Congress: how to reduce the default rate incurred by students under the Stafford Student Loan program (formerly Guaranteed Student Loans) without reducing the educational opportunity of those low and moderate income students.

One way to reduce defaults would be to shift money from loan to scholarship programs such as Pell Grants. Another approach would be to increase the penalties for defaulting upon a student loan.

Last summer, the Senate passed default legislation, but the House leadership pulled its version from consideration just before floor consideration.

The House leadership, meanwhile, worked out an agreement with Secretary of Education Cavazos. Under this agreement, the Department of Education extended the period of comment on proposed new regulations to implement a student loan default procedure until after the inauguration of the new president.

Future Congressional action depends on an assessment of the draft regulations by sponsors of default legislation.

Senate sponsors of the default bill, especially Rhode Island Senator Claiborne Pell, were disappointed that the Congress did not pass a bill to deal with the default problem.

One notable difference between the House and Senate versions: The House bill created an entitlement for Pell grant scholarship program. The Senate bill contained no such provision.

ON THE CAMPUS

Physical Plant

Two new studies claim that American academic and research facilities are in urgent need of replacement or repair. A National Science Foundation survey says that almost 40 percent of all college and university research facilities need repair or renovation. One quarter of all surveyed facilities are suitable "in the most highly developed and scientifically sophisticated research," while the remaining facilities are "effective for most purposes."

A survey conducted by the American Association of Physical Planners indicates that U.S. colleges have a $20 billion backlog in needed facility repairs. The survey found that for every $1 spent on maintenance in 1988 budgets, $4 was deferred.

Community Colleges

The significant role Iowa's 15 community colleges are playing in state economic development is currently featured in a statewide, multi-media campaign.

Iowa State Education Association President Ken Tilp notes that the ads are part of ISEA's effort to obtain adequate funding for community colleges and increase faculty salaries.

Print ad and television spots list the results of the Iowa community college partnership with business: 25,000 new jobs and more than $325 million in new payroll. The ads show how the community colleges create opportunities for Iowans: 96 percent of their students are from Iowa; 88 percent remain in Iowa after graduation. Contact: Bill Sherman, ISTA (515-279-9711).

EX LIBRIS: *Academic Labor Markets and Career Choices*, edited by David W. Breneman and Ted I. K. Youn, is an analysis of academic careers and academic labor markets. Price: $40.00 hardcover; $17.00 softcover, prepaid or credit card, from: Taylor and Francis, 242 Cherry St., Philadelphia, Pa. 19106 (800-821-8312).

PROFESSIONAL NEWS

BLACK HISTORY ■ NEA president Mary Hatwood Futrell will participate in the first annual Black History Telecommunications Program on February 1. The 90-minute live teleconference will include discussions with prominent historians, entertainment, and rarely seen works of Afro-American art and film. To order a satellite feed, contact: *Black Issues in Higher Education,* 10520 Warwick Avenue, Suite B-9, Fairfax, VA 22030-3108. Deadline for orders: December 15, 1988.

INSTRUCTION ■ *Teaching Education* is a biannual journal that portrays the teaching styles of distinguished professors of education and provides analytical descriptions of courses in the fields of undergraduate and graduate education. The journal also publishes reviews of books, films, videotapes, and filmstrips that are used in these courses. To submit a manuscript or to subscribe ($9/year) contact: *Teaching Education,* College of Education, University of South Carolina, Columbia, SC 29208.

TAX TIPS ■ The latest edition of *The NEA Federal Income Tax Guide for Education Employees* (designed for filing 1988 taxes) includes a printed guide and a 5¼ inch computer diskette. The guide gives the information you need about the 1986 Tax Reform Act. The spreadsheet program takes you step-by-step through the forms for accurate preparation and printout of IRS forms. The diskette is designed for use with AppleWorks on Apple II's with at least 128K memory. Guide alone (#1467-7-00-H): $8.45 prepaid. Guide and diskette (#1468-5-00-H): SPECIAL $18.00 prepaid. Visa, Mastercard, check, or money order accepted. Contact: NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

PUBLICATION ■ The *Tomas Rivera Center Report* contains articles on the education of Latinos. The current issue features a story on campus racism. The Tomas Rivera Center is a national, nonprofit institute for policy studies addressing the issues affecting the quality of life of the Mexican-origin and larger Hispanic population of the United States. To receive the newsletter and information about the Center, contact: Elizabeth Forsyth, Editor, TRC, 710 North College Avenue, Claremont, CA 91711 (714-625-6607).

STATISTICS ■ The *Digest of Education Statistics, 1988* contains information on enrollments, graduates, teaching force, educational attainment, finances, federal funding for education, employment and income of graduates, libraries, and international education. Price: $19.00 prepaid. Order stock number 065-000-00351-1 from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

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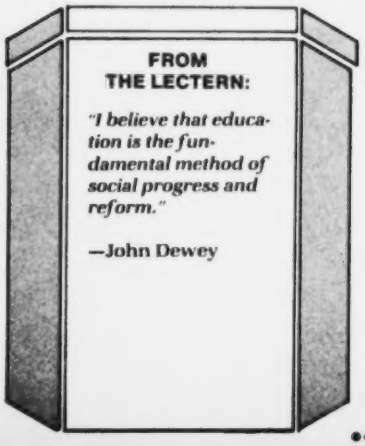

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Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler

Production: Marsha Pearson

NEWSBREAK

Texas: Terminations, Turmoil, and TFA

Texas has the nation's third largest higher education system behind New York and California. The state's public colleges employ over 20,000 full-time faculty and enroll 370,000 students.

Higher ed in Texas also faces some Texas-sized problems. Faculty salaries are less than the average of the 10 largest state systems. The AAUP has censured six of the 163 colleges and universities in Texas for academic freedom violations. Four universities are under NCAA sanction. Political interference is common. In South Texas, alleged program discrimination in predominantly Hispanic institutions led to a lawsuit.

Faculty problems — notably salaries, working conditions, and academic freedom — are also Texas-sized. Until 1985 and the founding of the Texas Faculty Association, Texas faculty had little recourse when their rights were threatened. With the NEA-affiliated TFA now on the scene, that's all changed.

TFA now has members on more than 100 college and university campuses across the state. In just the last two months, TFA's membership has spurted 20 percent, with particularly strong gains at Southwest Texas State University, Pan American University, and El Paso Community College chapters.

TFA has taken on some powerful people and scored major victories:

- At Texas Tech, University President Lauro Cavazos — now U.S. secretary of education — changed the tenure policy to include tenure quotas and term tenure. When TFA threatened a lawsuit, Cavazos negotiated an agreement that restored most of the previous tenure policy and eliminated the quotas.
- At West Texas State University, TFA secured tenure for Chapter President Jim Calvi after WTSU's academic vice president rejected his department's unanimous recommendation. Calvi had often criticized the administration.
- At Texas Tech, TFA won a favorable settlement for Professor Wendell Leavitt after his arbitrariy dismissal. The university's grounds: Filing a grievance when the university locked him out of his office.

Right now, TFA is in its biggest battle. Citing declining student enrollments, UT-Dallas President Robert Rutford arbitrarily eliminated two programs and terminated 14 tenured professors. The dismissed faculty had no hearing and no warning. TFA was denied hearings on campus and before the Texas Regents. TFA has filed suit against the Regents and UT-D.

Notes TFA Director Charles Zucker: "President Rutford contends that he has authority to reduce academic programs and to eliminate faculty positions in them without due process. If he is successful, tenure becomes meaningless in the whole UT system."

Putting out brush fires is not enough, adds TFA's Zucker. TFA is actively working to improve the quality of Texas higher education. In South Texas, for instance, TFA is calling for improved academic programs.

The top item on TFA's leg- islative agenda: a blue ribbon committee to identify and recruit strong candidates for public university governing boards. "Universities are never any better than their governing boards," says Zucker. "We must improve the quality of the trustees that are appointed."

NEWSMAKER

Q. How far have you come, and how far do you have to go?

A. The Texas Faculty Association is rapidly becoming the higher education organization in our state. We have over 1,000 members on over 100 campuses. We've grown from 28 founders in spring, 1985 and have had a membership increase every month.

In 1988, TFA became the higher education arm of the Texas State Teachers Association, NEA's state affiliate. That's helped us establish units at all public colleges in Texas. And we need them.

Last spring, for example, the West Texas State Board of Regents failed to act on the report of an outside review panel that found that "academic freedom is virtually non-existent at West Texas State University." The panel found fear, distrust, and insecurity widespread among faculty and students.

Q. Can TFA reverse the dismissal of the 14 UT-Dallas professors?

A. Yes. Our lawsuit calls for a restraining order to prevent the terminations at the end of the current academic year. We also want the faculty members to be reinstated as tenured professors, a full due process hearing, and payment of damages.

UT-Dallas President Rutford has clearly violated the sections of the Regents own *Rules and Regulations* that define tenure and explain under what conditions tenured faculty may be removed. The UT-D administration wants to sweep those rules under the rug as if they did not exist. TFA won't allow the administration to do that.

Our victory in the Leavitt case at Texas Tech shows that we're tenacious, determined, and successful. We persisted through 18 months of litigation and harassment.

Our case at UT-D is just as strong. We'll see it through.

Shirley Goldsmith

ORGANIZING IN TEXAS

Over the past three years, the Texas Faculty Association has scored some notable successes and has seen its membership grow to over 1,000.

Higher Education Advocate *editor Harold Wechsler recently interviewed Shirley Goldsmith, a part-time English lecturer in English at UT Arlington, and a staff member of TFA, about the reasons for TFA's success.*

Q. How serious is the threat to tenure?

A. Our current difficulties are an extension of an attack that began in 1970. Tenure has been eroded through the use of part-time and temporary full-time faculty. This misuse is now so widespread that administrators think they can go now after the tenured faculty.

Q. What is TFA doing about the problems facing part-timers?

A. I'm on a committee set up by our Higher Education Board to study the use of part-time faculty in the state's public institutions.

We're exploring the entire environment for part-time faculty and are emphasizing inequities in pay and benefits. We're looking carefully at the status of "hopeful full-timers," those who teach a full load or more on two or more campuses.

I've been in that group myself. I've taught up to six classes on two campuses. A part-timer at UT-A teaches on three campuses, sometimes up to 21 hours. These people belong in the full-time system. We'll bring a report to the Board by year's end.

I'm prepared to submit a minority report if necessary.

Q. What's next?

A. I'm concerned about the effect that the erosion of academic freedom and tenure will have on the health of our state and its economy. The best faculty members and students will not come to our state unless the political and intellectual climate improves.

We're talking about important academic institutions, after all, not patronage vehicles for some well-connected politicians.

ADVOCATE SPECIAL

Accreditation in Higher Education: The NEA Role

The issue of accreditation is today more important than ever, particularly in light of recent efforts to improve student performance and institutional output.

Last May, NEA directly addressed the challenge of acceditation in a special conference that brought together representatives of 16 NEA higher education affiliates and a select group of invited experts in the field. This special Advocate *insert highlights what those participants had to say—and the conclusions they reached.*

Background

Accreditation can help attain quality in higher education programs. In 1986-1987, the NEA Higher Education Standing Committee recommended that:

- NEA support accrediting bodies that recognize and promote substantial faculty participation in accrediting.
- Accrediting agencies should not become a means for imposing standardized curricula, assessment models, or pedagogical methods on higher education institutions.
- Accreditation should review programs, facilities, faculty, and administrators to assess their support of student learning opportunities.

Notwithstanding the complications caused by value-added "outcomes" assessments, NEA believes that affiliates and accrediting associations must give greater attention to student and institutional outcomes assessment. Our membership shares the public's concern about educational quality and institutional accountability. NEA can counter attempts by outside agencies to impose unreasonable standards, and can contribute to faculty empowerment.

The History and Current Status of Accreditation

Higher education institutions regulate themselves by voluntary accreditation. Accreditation nurtures high quality education programs and enhances an institution's integrity and credibility. But problems exist. Participants often focus on meeting minimal standards, imposed in a highly technical, bureaucratic fashion. They emphasize particular programs without regard for the educational context or the institution's mission.

Many critics argue that accreditation hampers creativity and discourages diversity. Some call accreditors "coercive monopolies" or "old-fashioned trade associations piously pretending to represent the public interest." Others argue that professional accreditation agencies restrict entry into the professions and control state licensing. Still others see the regional accreditors as amateurish, coercive, racist, sexist, proscriptive, vague, and uncoordinated.

Professional accreditation associations are moving toward standardizing accreditation requirements within fields, and demanding tougher standards. Three general observations can be made:

1. *The accreditation process is complex and evolving, and the actors varied.* Accreditation associations developed haphazardly. Early in the century, there evolved the current six regional associations, 11 specialized programmatic associations, the "umbrella" concept to deal with fragmentation and multiple visitations, and state use of accredited professional programs as a basis for licensing.

By midcentury there arose a proliferation of specialized professional accrediting associations, a push toward state standards and state-based accrediting boards (later dropped), and numerous laws that created a federal relationship with accreditation. These laws were designed to assure that institutions seeking federal funding meet certain

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The NEA Accreditation Conference Line-Up

Speakers

- *H. Reed Saunders*, director, Higher Education Management Services, Office of Postsecondary Education, U.S. Department of Education.
- *Thurston Manning*, president, Council on Postsecondary Education.
- *Roxanne E. Bradshaw*, secretary-treasurer, NEA.
- *Dennis P. Jones*, president, National Center for Higher Education Management Systems.
- *Milton R. Blood*, director of accreditation, American Assembly of Collegiate Schools of Business.
- *Patricia A. Thrash*, director, Commission on Institutions of Higher Education, North Central Association.

NEA Participants

- NEA Higher Education Standing Committee: Elizabeth Friot—Colorado, Gerald Waldrop—Alabama.
- National Council for Higher Education: James M. Davenport—Michigan, Roger Knutsen—Washington.
- NEA State Affiliates: Mary Ann Pacheco—California, Jessie Silverglate—Florida, Byron Bender—Hawaii, Jim Rice—Massachusetts, C. Stewart Doty—Maine, Barry Stearns—Michigan, Patty Wheeler Andrews—Minnesota, T. Jean Peters—Oregon, David Newquist—South Dakota, Gloria Green-Ridley—District of Columbia.
- NEA IPD Standing Committee: Carl Downing—Oklahoma.
- NEA Vocational Education Standing Committee: Terry Craney—Wisconsin.

ADVOCATE SPECIAL

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qualitative criteria.

The Department of Education now uses an "authorized list" of accreditation associations as its indicator of educational quality. The establishment of the Council on Postsecondary Education (1975), accrediting's umbrella organization, helped check proliferation, and stop federal efforts to turn voluntary membership associations into quasi-governmental organizations with policing powers.

Accreditation is now a tripartite system that consists of:

- national, voluntary, peer-based associations.
- state associations that deal with licensing and regulatory approval.
- federal oversight for distributing federal funds.

Voluntary accreditation associations are responsible for insuring that educational programs meet objective educational standards. They are self-regulatory, self-disciplinary, confidential, and non-governmental. Accreditation agencies differ in their focus (institution vs. program), membership, autonomy or dependence on other accrediting or professional agencies, and positions on certification, licensure, or other forms of official recognition.

2. *Information about accreditation is voluminous and readily available.* Much information about accreditation in higher education exists. Leaders in the accreditation movement have been developing guidelines for cooperation among accrediting bodies to minimize collection of identical information.

3. *Accreditation policies are fraught with controversy.* Accreditation is still "on trial." Several trends will affect accreditation:

- the rapid growth and proliferation of "professions."
- the trend from individual to team practice.
- changing attitudes about professions.
- our national economic transformation from an industrial to an information base.

Accreditation associations must also contend with a more egalitarian system of postsecondary education, consumer protectionism, public resentment of monopolies, the high cost of college, and nontraditional postsecondary education. Accreditation agencies may struggle just to survive.

Some Basic Questions and Answers

The NEA conference on accreditation included a lively exchange between faculty and invited experts. A sampling of the comments follows.

Q: Does it make a difference if an institution is accredited?

Thurston Manning, president, Council on Postsecondary Education: A program benefits just by going through the process. Some employers only recruit at schools with specialty accreditation. Some schools use accreditation to recruit students. Where shortages exist, institutions use accreditation to attract faculty.

Many tuition assistance programs only apply to accredited programs. In Tennessee, there is a relationship between institutional funding and the proportion of an institution's programs that are accredited.

Q: Who provides the funds that support accrediting agencies? Has there been consideration of public funding?

Patricia A. Thrash, director, Commission on Institutions of Higher Education, North Central Association: Institutional accreditors are essentially supported by member dues. There are also evaluation fees. Member dues and fees may entirely support specialized agencies. They may be supported in whole or in part by contributions from professional societies that view accrediting as a professional obligation. Accreditors perform a public service, but pride themselves on being private. They've not contemplated public funding.

Q: Would it pay my unaccredited discipline to have accredited programs? Then a chair can say to the central administration, "Give me this, or I'll lose my accreditation."

H. Reed Saunders, Office of Postsecondary Education, U.S. Department of Education: A liberal arts dean once said she wished somebody would form a liberal arts accrediting body, so that she could compete with deans who said they needed a building or some equipment to be accredited. She had nothing to back her up. It's a poor way to manage institutional resources.

Q: But aren't you all fostering this?

Thrash: No. We teach our evaluators not to say, "Here I am. Tell me what you need, and I'll put that in the report." That is absolutely not the way that accreditation is supposed to be conducted. Accreditation is concerned with general institutional quality. But people say, for example, that business school salaries are higher because that's what the accreditor wanted. Such things happen.

Manning: Using accreditation as leverage is not all bad. There are places where it is needed to protect the integrity of the program. But academic administration is conducted by amateurs. You should not be surprised if amateurs are hoodwinked.

Accrediting agencies never, never make a statement about salary levels. If you can hire somebody for a nickel,

that's fine. Business schools get higher salaries because right now in this country there's a colossal shortage of business school faculty.

Q: Why is there no reward for faculty participation in accreditation?

Thrash: It depends on the president. We promote faculty involvement as an opportunity for professional development. We encourage release time, secretarial support, trips to our meeting, and giving credit to the report as a professional publication.

We encourage participants in self-studies, particularly chairs, to be evaluators. There's no better way to develop professionally than to examine another institution's programs.

Q: How do you sell this to the administration? What if the site team consists of the president's cronies?

Thrash: Institutions need to recognize that the self-study process is an unusual opportunity, internally and externally. A "self-regarding institution" has greater credibility to its outside clientele than a closed institution. The most successful colleges make sure people know how they work. The self-study is a report for the accrediting body. It's also for internal use in evaluating and improving activities. And it's a report to the public. A committee with such an agenda receives support and rewards, because the study rewards the institution and its president.

I hope that more accreditors have mechanisms to prevent cronyism. Each accreditor sends out data about the abilities of proposed team members. We invite a response, but don't allow the institution to pick the team. Moving beyond "tokenism" should help. Teams should have more than one woman or minority member and a mix of faculty and administration. It's depressing to know that cronyism persists.

Q: Some faculty members have a vision that extends beyond their department. They have no say in some self-studies.

Thrash: We instruct chairs of on-site teams to meet with faculty and students. We don't meet every individual in a large college, but we have sessions that include that opportunity. In specialized accreditation there is often more opportunity to deal with faculty, because we deal with a much smaller set. We ask evaluators to try to visit separately with faculty members who may not want to discuss things openly.

Q: Does that actually happen? How do you differentiate between disgruntled feelings, and matters of true concern?

Thrash: I don't know whether it always take place, because I don't go on every visit. But meetings with faculty members occur when I go on a visit. They're generally informative. The team doesn't have to seek out the faculty members for private meetings—those faculty members seek out the team. These meetings are an unofficial part of every visit. On my visits, faculty always sought out the team—they sometimes were constructive, sometimes not.

We must err on the side of openness. One safeguard is that the information that comes to the team is subject to peer review—people who have lived in academic settings and are generally sophisticated evaluators. If you hear enough people, you'll separate the legitimate complaints from the others.

Q: Shouldn't the the site team leader always be a faculty member and not an administrator? Presidents who head the site team have enormous power.

Thrash: That's a very good idea, but one that often is resisted. The president often says, "Well, we really would like to have a president chair this team." You get in trouble if your team doesn't have a president on it, because presidents know how to talk to each other better than anybody else. An institutional evaluation is concerned with finance and governance issues as well as evaluation of the educational program.

Q: How do you notify higher education people that you need faculty members?

Thrash: Our newsletter is sent to the campus library and the president. It contains articles about our needs for evaluators, and shows how simple it is to apply—though not everybody who applies is chosen. Staff also ask institutional evaluators to suggest people who should get an application.

Q: More and more classes are taught by part-time instructors. Yet the part-time faculty is not usually involved with curriculum development, student advising, evaluation, or accreditation. How do accreditors deal with this?

A: Accrediting bodies sometimes limit the number of part-time faculty. Those bodies believe that the full-time faculty are involved in control of the curriculum, approval of courses, and quality of instruction. Therefore, there should be a limit on the amount of teaching done by part-time faculty.

Yet limiting the number of part-time people may prevent their incorporation into the quality and curriculum control parts of the institution.

Others ask what is done about quality control for both full-time and part-time faculty members. Do people pay attention to part-timers, or are they just hired and stuck in a classroom and told to go ahead and do it?

Q: Should accrediting agencies give the leadership of campus-based faculty

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Accreditation in Higher Education...

organizations copies of correspondence that goes to the administration? Should agencies determine faculty membership on accrediting teams in consultation with the leadership of those organizations?

Thrash: We communicate with the chief executive officer of an institution. When you send copies to others, you run into difficulties. We try, not always successfully, to develop press releases to give the whole institution more information. It's a problem, but I don't think that the answer is to copy the faculty leadership.

Q: On outcomes assessment: what do we do about educationally disadvantaged students who must take standardized tests to get their funding continued?

Saunders: Outcome measures place a burden on students and pose a strategy question for some colleges. If colleges are evaluated on how well their students do, they will be more selective in admitting students. Underprepared students will fight another disadvantage because it will be even harder to get in.

Conclusions

The faculty participants in the NEA accreditation conference reached several conclusions, in a number of different areas, by the end of their seminar discussions.

1. Membership involvement and leadership opportunities.

Accreditation brings salutary results only if many members become informed about and involved in accreditation. NEA publications should discuss our stake in accreditation.

Successful participation requires training. We should draw on the expertise of members who are already involved in accreditation.

We should ask whether NEA policy should require union and senate participation at site visits.

We must show the payoff for participation. Faculty leadership in the self-study phase, for example, will improve the self-study. The resultant good publicity for the institution within the community may bring more government and foundation funding. Successful faculty participation makes it difficult for administrators to restrict future participation. Colleges should reward faculty work on accreditation through merit pay or promotions.

Last, we must reiterate that the faculty maintains the institution's standards. Affiliates should respond to accreditation reports, and provide continuity between site visits.

We can have a positive effect and increase our role by taking six steps:

- notifying affected faculty as part of the accrediting agency's pre-visit preparations.
- setting a fixed number of faculty members on visiting committees.
- training our team members.
- obtaining release time for faculty members who work on accreditation.
- increasing membership on governing boards of accrediting bodies.
- helping set the goals of the accrediting agency

2. Increased involvement in accrediting agencies.

We need to participate more actively in the work of controlling boards. Our model is the National Council for Accreditation of Teacher Education. NEA has been an active part of NCATE almost since its inception. NCATE teams include NEA members who have extensive training. They do two visits a year.

NEA members should apply to become examiners for regional associations. Once on site committees, they can try to become committee leaders. We might request to send observers to meetings of the regional associations. They must place us on their agendas.

3. Changes in the collective bargaining process.

Accreditors ought to look at how institutions deal with organized faculty and their contracts. Are contracts equitably dealt with? Accreditation can support collective bargaining. Where we cannot bargain, accreditation may help give faculty a role in governance. Institutions should give faculty members release time for accreditation work.

Collective bargaining laws should be changed to permit union participation in accrediting. We need permission to include participation in accreditation in collective bargaining contracts.

We should urge accreditors to consult with union and senate leadership about the composition of the visiting team.

4. Specific issues that need further in-depth exploration:

- use/misuse of part-time faculty. Can regional accrediting agencies help NEA prevent the use/misuse of part-time higher education employees?
- improvement of salaries, and salary equity. Does specialty accreditation distort the campus salary structure?
- academic freedom. Is forcing faculty members to write a course syllabus in terms of behavioral objectives an infringement on academic freedom?
- the expense of accreditation. How many accreditations can an institution afford? Does accreditation affect our salaries and our jobs?
- the relationship between licensure and competitive examinations. If some jobs can only be gained by passing a licensing examination written by the professors in an accredited program, will students in other programs have difficulty passing the tests?

INSIDE NEA

The Election

Education emerged as a solid winner on Election Day, with voters supporting a majority of pro-education candidates in both U.S. House and Senate races.

Education, an NEA analysis notes, was identified as a priority by many successful House and Senate candidates, and by both candidates for President.

"It's our hope that Vice President Bush will fulfill his pledge to become the 'Education President,'" says NEA President Mary Hatwood Futrell. "We at NEA stand ready to work with the new administration and the new Congress to make the nation's educational system the best in the world."

In House of Representatives races, candidates supported by NEA-PAC, the Association's political action arm, won 83 percent of their contests. The 310 candidates backed by NEA-PAC included 286 Democrats and 24 Republicans.

Candidates supported by NEA-PAC were also successful in 20 of 30 Senate contests, including crucial wins in Wisconsin, New Jersey, and Nebraska.

Accreditation

Accreditation, a perennial issue in higher education, has received more than usual amount of publicity over the last year. Last May, NEA's Instruction and Professional Development and Affiliate Services divisions conducted a seminar on accreditation. Leaders of NEA's 16 largest higher ed affiliates and key figures in the accreditation movement attended.

This *Advocate* contains an overview of the meeting. For further information contact: Sharon P. Robinson, IPD (202-822-7350).

CAPITAL REPORT

The Savings Bond Tax Break

As part of the recently enacted Technical Tax Correction Act, Congress gave a tax break to purchasers of Series EE bonds who use the bonds to pay for a child's college education.

Here are the details:

- The exemption covers US Savings Bonds purchased after December 31, 1989. The exemption will not be retroactive.
- Interest that is spent on tuition and fees will not be taxed.
- Interest on bonds held by married taxpayers filing joint returns will be exempt if their joint income is under $60,000. Single taxpayers and heads of households must earn under $40,000 to receive the full exemption. Married taxpayers with incomes between $60,000 and $90,000 receive partial exemptions. The exemption phases out for single taxpayers with incomes over $55,000. These levels will increase with inflation.
- The interest must be applied to the education of the taxpayer, spouse, or child.
- Tuition for degree programs at non-profit colleges and universities is covered. Tuition at proprietary institutions is not.
- Children over 24 years old who earn more than the personal exemption amount and who are full-time students may no longer be considered dependents on their parents tax returns. The tax break on savings bonds does not apply to their tuition expenses.
- If bonds that are redeemed in any given year exceed tuition and fees incurred during that year, the exemption is reduced.

ON THE CAMPUS

The New GI Bill

The number of veterans and reservists enrolled in college could increase by 25 percent in the next five years as a result of the new GI Bill, says a new report.

"By 1993, more than 400,000 veterans will be using the Montgomery GI Bill and other veterans education benefits to pursue a college education," notes *Joining Forces: The Military's Impact on College Enrollments*.

This number is approximately 3 percent of the 12 million students currently enrolled in U.S. institutions of higher education.

The report refutes the claim that the military "cuts into" the share of high school graduates that go to college. Between 1979 and 1986, the proportion of male high school graduates enlisting in the military rose only slightly.

Copies of *Joining Forces* are $8.00 prepaid from: Division of Policy Analysis, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036.

Superconducting Supercollider

A few days after Texan George Bush won the presidential election, Department of Energy Secretary John S. Herrington announced that the proposed $4.4 billion superconducting supercollider will be built near Dallas, Texas.

Legislators from other states denounced the choice as politically motivated. Several congressmen threatened government investigations.

Herrington said that the Texas site received the highest technical evaluation. If funded, the project will employ over 3,000 scientific personnel.

[redacted] *The Real Work of the University* is a collection of former Yale Univer- [redacted] and essays. Price: $19.95. Contact: W.W. Norton and Company,

PROFESSIONAL NEWS

WRITERS UNION

■ The National Writers Union works for equitable and reasonable book contracts for all authors. Stanley Aronowitz's essay, "A Writers Union for Academics?" describes the NWU. It appears in the Fall, 1988 *Thought and Action*. NWU assesses dues according to "writing income." Contact: NWU, 13 Astor Place, New York, N.Y. 10003 (212-254-0279).

GOVERNMENT INFORMATION

■ "Access to Government Information: Strategies and Actions for the Next Administration" will be a forum sponsored by the Coalition on Government Information. Date: January 6, 1989. Place: Ramada Renaissance Hotel, Washington, DC. Contact: American Library Association, 110 Maryland Ave, NE, Washington, DC 20002.

DESKTOP PUBLISHING

■ "The Impact of Desktop Publishing on University Life" will be a national conference designed to offer practical information about desktop publishing, its technology, and its influence on criteria for evaluating academic research. Dates: March 13-14, 1989. Place: Syracuse University. Contact: Conference on Desktop Publishing, Office of Conference Planning-SU, P.O. Box 4709, Syracuse, New York, 13221-4709 (315-443-5842).

LAW OF HIGHER ED

■ *The Law of Higher Education* by William A. Kaplin is a comprehensive guide to major court decisions, statutes, and administrative regulations. The book contains a chapter on "The College and the Faculty." Price: $37.95 (prepaid). Contact: Jossey-Bass, 350 Sansome Street, San Francisco, California 94104. The *1988 Update* covers major developments from 1985 through 1988. Price: $4.00 (prepaid) from The Catholic University of America, Columbus School of Law, Washington, DC 20064.

AFRO-AMERICAN STUDIES

■ *The Dictionary of Afro-American Slavery*, edited by Randall M. Miller and John David Smith, contains almost 300 essays by noteworthy scholars on slavery, Afro-American culture, and the South. The book has an explanatory introduction, up-to-date references, a chronology of events, maps, and tables. Price: $87.50 (includes shipping and a 10 percent academic discount). Contact: Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881.

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FROM THE LECTERN

"If Black and Hispanic students continue to drop out at the current rate, a shockingly large proportion of our youth will find it difficult, if not impossible, to succeed. America simply cannot fail these students."

—Ernest L. Boyer, President, Carnegie Foundation for the Advancement of Teaching

Vol. VI, Number 5. NATIONAL EDUCATION ASSOCIATION January 11, 1989

Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler
Production: Kathleen M. Kelly

NEWSBREAK

Georgia Senator Wyche Fowler and NEA President Mary Hatwood Futrell will keynote this year's NEA Higher Education Conference, "Shaping the Future of American Higher Education: The Role of Faculty and Staff."

The Conference will take place February 24-26 at the Orlando Marriott.

Senator Fowler, a pro-education freshman Democrat, defeated Republican Matt Mattingly in a close election in 1986. His pivotal victory helped Democrats regain control of the Senate after six years of a Republican majority. NEA endorsed Fowler's 1986 Senate bid, as well as his three previous successful campaigns for the House of Representatives.

NEA President Futrell's conference address will discuss NEA's progress in higher education during her stint as Association president.

Higher ed coordinator Gerie Bledsoe is excited about the upcoming conference.

"This will be our best program ever," says Bledsoe. "We've received confirmations from the speakers we wanted and we're addressing the issues our members most want to discuss."

Among the featured speakers:

- Richard Keeling, president of the American College Health Association. Keeling is *the* authority on AIDS and higher education. His article, "Effective Responses to AIDS in Higher Education," appeared last spring in *Thought and Action*. Keeling's conference address will update the information in that article and critique existing campus AIDS prevention programs.

- Carol Francis, the noted authority on college costs. She'll be speaking on "How High the Cost of College? Where's the Money Going? What Can Be Done?" Also on the same panel: Robert Bowman, state treasurer of Michigan, the state that first implemented a prepaid tuition plan that allows parents to pay a set sum of money in advance for their children's education.

- Jim Harrison, the director of the Association of Urban Universities. Harrison will discuss "Strategic Planning for Urban Colleges and Universities: Social and Demographic Trends." Also on the panel: Ron Koenig, a sociologist from the University of Detroit.

- Roger Lahecka, the dean of students at Columbia College in New York. Lahecka will discuss "Racial Tensions on Campus: Ominous Trend or Aberration?"

Topics of concurrent seminars at the conference will range from "The Future Role of the Community Colleges: Vocational Centers and the Privatization Threat," to "Higher Education's Role in Making America Competitive: The View from Congress." Featured on the competition panel: David Poisson, aide to Congressman Richard J. Durbin (D-IL) and a former NEA staff member.

Another featured session: "Academic Alliances: Teachers and Professors Working Together for Academic Excellence." This panel will feature Claire Gaudiani, president of Connecticut College.

Other panels will discuss programs that enhance college attendance among minorities, fringe benefit costs, threats to academic freedom, accommodating career and family, and accreditation as a means of improving teaching and learning conditions.

Built into the conference program is an optional tour of Epcot Center, one of Florida's premier attractions.

Before the conference begins, leaders of NEA local higher education units will meet for a one-day workshop. The National Council for Higher Education will also meet before the conference, on Friday.

UPCOMING: Reserve your room at the Orlando Marriott for the **Higher Education Conference, February 24-26, 1989.** Hotel space is going fast. See enclosed insert.

NEWSMAKER

Jim Wilson

PAY EQUITY IN FLORIDA

NEA's higher education affiliate in Florida, the United Faculty of Florida (UFF), has just released a report showing that women faculty members in Florida universities are paid an average of $1,325 less each year than comparable male professors.

The report recommends that the Florida legislature appropriate $4 million to adjust the salaries of the nearly 3,000 female faculty members and professional employees in Florida to the salary level paid to males.

Higher Education Advocate *editor Harold Wechsler recently interviewed UFF President Jim Wilson about the report and its recommendations.*

Q. Why did UFF undertake the report?

A. Florida has serious problems in achieving salary equity. Faculty members are concerned that current pay equity adjustment procedures do not identify all salary inequities in Florida universities. In 1987-88, only 164 of 10,673 eligible employees participated in the pay adjustment process, and the Regents awarded only nine raises — totaling just $20,800 — to correct discrimination.

We formed the UFF Pay Equity Committee to provide accurate information on salaries. Cochairs Kristine Anderson of Florida Atlantic University and Hernan Vera of the University of Florida wrote an imaginative, and objective, analysis of pay equity adjustments.

Q. Can you outline some key findings?

A. The average female faculty member in Florida earns a salary of $30,847. That's over $8,000 less than the salary for the average male —$39,133. Controlling for experience, rank, and discipline, female faculty receive $1,325 less per year than a male faculty member.

The average starting salary for women — $26,432 — is significantly less than the $34,855 average starting salary for male faculty. As Dr. Anderson puts it: "Once women are hired at lower salaries, they're never able to catch up to the salaries of male colleagues."

Women are more likely to be found in the least prestigious jobs at Florida universities. In 1987, women held 15.6 percent of tenured faculty positions. But women hold 45.7 percent of all full-time faculty positions that do not accrue credit toward tenure.

Women are less likely to be retained or to move into full professor ranks or positions of authority such as department chairs.

Q. What are your key recommendations?

A. First, as Professor Vera says, "The key to correcting salary inequity is to ensure that starting salaries reflect credentials instead of race or gender."

Second, UFF is asking the Regents to join us to secure a separate appropriation to correct gender inequities in salaries. Funds would be allocated by agreement between UFF and the Regents. Based on an average $1,325 difference between women and comparable males, a $3,925,975 appropriation would correct pay inequities for female faculty members and professional employees in Florida.

Q. What about other remedies?

A. A simpler review process would enable more faculty members to apply for pay equity adjustments.

Our Committee found frequent inaccuracies in data and incorrectly applied procedures. Both conditions must be corrected.

Universities place the entire burden of proof on the employee. Administrative decisions are ratified all the way to the top. The burden of proof cannot rest entirely on the employee, and faculty should have a right to appeal negative pay equity decisions to an impartial body.

There are inconsistencies in standards of evidence within and between campuses. Statewide procedures and standards should replace the variety of statistical tests and procedures currently in use.

These changes are easily implemented, if the will is there. UFF will work with the Regents and Legislature to ensure the correction of past inequity and of pay equity adjustment procedures. We'll explore all necessary channels, including legal action, to guarantee pay equity for Florida faculty.

REMINDER: *Leaders should send a copy of your unit's current contract to the NEA Higher Education Office.*

CONFERENCE ANNOUNCEMENT

Plan To Attend the 1989 NEA Higher Education Conference

"Shaping the Future of American Higher Education: The Role of Faculty and Staff"

February 24-26, 1989

Orlando Marriott Hotel

Shaping the Future of American Higher Education: The Role of Faculty and Staff is the theme of the 1989 NEA Higher Education Conference selected by the NEA Standing Committee on Higher Education. This theme is made timely by the current debate about the purpose and future of higher education. Demands that colleges and universities better prepare students for vocations, occupations, and professions, thus enabling America to compete more effectively in world markets, cause major concerns on most campuses.

These demands raise important questions, such as: Who should attend colleges and universities? What should they know before being admitted? What should they learn as undergraduates? Where should vocational-occupational training take place? Can American higher education be compared to other countries'? How should teachers—pre-school through graduate school—cooperate? What support systems do faculty need to improve the quality of learning on their campuses? How can these venerable institutions adjust to new conditions, demands, and expectations from students, younger colleagues, administrators, and government? How can faculty organizations, like NEA, help the profession?

A partial list of topics includes:

- Future Classroom Technology: Promise or Threat?
- Academic Alliances: Teachers and Professors
- Making American Competitive: A Proper Role for Higher Education
- AIDS on Campus: Now and in the Future
- Meeting the High Costs of Medical Insurance
- The Future Role of Community, Junior, and Technical Colleges
- How High the Cost of Higher Education?
- Accommodating Career and Family: Support for Women Faculty
- Defining the Role for Urban Colleges and Universities
- How to Analyze Trends in University Budgets
- Sponsored Research and Transfer of Technology
- Increasing Minority Enrollments
- Designing and Implementing Early and Phase Retirement
- Using Accreditation to Improve Teaching and Learning Conditions

PRECONFERENCE ACTIVITIES

Thursday, February 23—Chapter Presidents' Workshop: 9:00 a.m.—5:00 p.m.

Friday, February 24—National Council for Higher Education Meeting: 9:30 a.m.—2:00 p.m.

See reverse for registration information.

1989 NEA NATIONAL HIGHER EDUCATION CONFERENCE

Conference Registration

Orlando Marriott Hotel
8001 International Drive • Orlando, Florida
1-407-351-2420

February 24-26, 1989

NAME (please print): _____

ADDRESS: _____

CITY, STATE, AND ZIP CODE: _____

TELEPHONE: (Days) ( ) _____ (Evenings) ( ) _____

COLLEGE/UNIVERSITY: _____

Registration Fee: **The registration fee is $75 for NEA members (and their guests) and $125 for nonmembers. This includes the cost of coffee breaks, keynote reception and banquet, luncheon Saturday, and brunch Sunday.**

Hotel: **The Orlando Marriott is a "row rise" hotel complex of 18 buildings (1076 rooms) built around a series of pools and lagoons in the center of the International Drive area south of Orlando, Florida. Palm trees, tennis courts, and gazebos decorate the grounds—something for everyone's taste. Shopping and other attractions are next door.**

Reservations: **Upon receipt of your registration form and fee, you will be sent a hotel reservation card. You must complete this card promptly and return it directly to the Marriott not later than February 1. The special conference rate, available only through NEA, is $82 single occupancy and $87 double occupancy per night plus room tax. Children in the same room are free. Because February is "high season" in Orlando, it is *essential* that reservations be made as soon as possible. Rooms at the special convention rate are limited and the hotel may be full even by the official cut-off date of January 25. *Send in your registration card today, even if you may have to cancel later. Your fee will be refunded if notice is received at NEA by 5:00 p.m, February 15.***

Parking: **Free parking at the hotel is available to all registered guests.**

Limousine Service: **A limousine to or from the airport costs $10/person. A taxi costs $20/trip.**

Guests: **Your guest may register for any of the conference's sessions and may purchase tickets to attend meal functions at the member's fee. Prior registration is necessary.**

This form (keep a copy for your information), along with the required registration fee, MUST BE RETURNED BY JANUARY 25, 1989, to:
Mr. Gerie B. Bledsoe, Coordinator

NEA Higher Education Conference
National Education Association

1201 16th Street, N.W., Suite 320-1 • Washington, DC 20036-3290
(202) 822-7162

INSIDE NEA

A+ Awards

The first annual NEA A + Excellence in Education Awards are now out, and one of the inaugural winners is the Continuing Education Faculty Association at Rancho Santiago Community College, CA.

The new NEA A + Awards honor those NEA local affiliates that are actively and imaginatively improving teaching and learning.

CEFA sponsors a comprehensive program of high school subjects that helps dropouts age 17 to 72 obtain high school diplomas.

Students at Rancho Santiago select learning opportunities in an individualized, self-paced program. Instructors work together across disciplines. Contact: Peggy Patterson or Laurine Weneta, 714-667-3470.

The Association.

The results of the faculty bargaining election at Southern Illinois University-Edwardsville have placed the NEA affiliate in a runoff with "No Agent" in an election to take place in the near future.

Ballots for the separate AP election were impounded. SIUE-IEA-NEA staff are optimistic about victory once disputes over the ballots are resolved. Faculty and staff at SIU-Carbondale voted for "No Agent" in their elections.

Two units at Hudson Community College, NJ, have joined forces with NJEA/NEA. The new units are: Hudson County Community College Staff Association and the Academic Administrative Association. "We weclome these units to the NJEA family," said NJEA President Dennis Giordano. They clearly feel confident of NJEA's commitment both to support staff personnel and to higher education."

CAPITAL REPORT

Department of Education

NEA is "encouraged" by President-elect George Bush's decision to retain Lauro Cavazos as Secretary of Education, says President Mary Hatwood Futrell. "During his brief time in office, Secretary Cavazos has already set a positive tone at the Department of Education," notes Futrell. "There is a new atmosphere of good will and cooperation that was clearly lacking under his predecessor."

Adds Futrell: "The challenges facing our society and our schools are enormous. Yet we believe that by working together, the education community can and must provide our students the skills to prepare them for a lifetime of learning and working in our democratic society."

Not everyone is pleased by the Cavazos appointment. Conservatives are concerned over Cavazos's behavior at the Department. "Conservatives will be waiting to see what the new secretary is willing to do and say about issues like choice, values, and character in education, and content of books," says Gary Bauer, an undersecretary during William Bennett's tenure as education secretary.

One possible signal of the Department's new course is the absence of Patricia Hines from a list of department officials that were made "permanent" by presidential directive during the congressional recess. Hines, a former assistant to Bauer, replaced Chester Finn as head of the Office of Educational Research and Improvement, a conservative stronghold during the Reagan years.

Hines's appointment met with resistance because of her ideological orientation. She also supported Bauer's efforts to restrict federal funding of abortions.

ON THE CAMPUS

Higher Ed, Southern-Style

Black student enrollment increases are most rapid at Southern community colleges, notes a new study from the Southern Regional Education Board. Most Black college students are now enrolled at predominantly white institutions, but half of all Black bachelor's degree recipients come from predominantly Black institutions.

Other highlights from the new *Fact Book on Higher Education, 1988*:

- Southern colleges and universities enroll about 3.6 million students. Of these students, 84 percent attend public institutions.
- Almost 90 percent of all Southern students attend college in their home state. Community college students are about one-third of college attenders.

The *SREB Fact Book* costs $10. Contact: Publications Office, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 (404-875-9211).

Campus Crime

Are colleges liable for crimes committed on their property? Recent legislative and court actions have led the American Council on Education to urge a review security procedures.

Among the areas of concern:

- *The duty to warn.* Colleges may be liable when they fail to warn about heightened danger.
- *Police discretion.* Campus police often "look after" students, often avoiding arrests.
- *Technological developments.* New technologies may increase protection, but they also pressure institutions to update old locking systems thereby increasing costs.

For ACE's campus crime report, contact: ACE, One Dupont Circle, N.W., Washington, DC 20036.

EX LIBRIS: *Coping with Crime on Campus, by Michael Clay Smith, surveys all aspects of campus crime, relevant legal issues, and crime reduction strategies. Price: $27.45 (prepaid). Contact: Macmillan Publishing, 866 Third Avenue, New York, N.Y. 10022 (800-323-7445).*

PROFESSIONAL NEWS

REPORT ■ Postsecondary *Institutions Offering Vocational/Technical Programs: Analysis of Findings from High School and Beyond (1980-1986)* discusses the demographic characteristics and the persistence rates of students enrolled in vocational and technical institutions. For a free copy contact: U.S. Department of Education, OERI, 555 New Jersey Avenue, N.W., Washington, D.C. 202-208-5641. Telephone: 800-424-1616 or 202-357-6651.

RESEARCH ■ The *Horace Mann Bond Papers*, edited by John H. Bracey, Jr., University of Massachusetts at Amherst, chronicle the experience and achievements of this influential Black educator and intellectual. The papers are available on microfilm along with companion printed guides. Contact: University Publications of America, 44 N. Market Street, Frederick, MD 21701-5420 (800-692-6300).

CONFERENCE ■ "Developmental Education: Gateway to the Future" is the topic of the 13th Annual Conference of the National Association for Developmental Education to be held in Cincinnati March 2-4, 1989. Featured speakers : Dr. David Ponitz, chair of the Board of Directors, American Association of Community and Junior Colleges, and Dr. James Anderson, director, Benjamin E. Mays Academy of Scholars. For registration information, contact: Dr. Gene Beckett, Shawnee State University, Second Street, Portsmouth, OH 45662 (614-355-2277).

BARGAINING ■ "Collective Bargaining for Graduate Assistants" is the title of a seminar at the National Association of Graduate and Professional Students 1989 National Conference. The conference will take place March 2-5 at the University of Miami, Coral Gables, Florida. Presenters will include David Kaplan, the chief negotiator for Graduate Assistants United at the University of South Florida, and Gerie Bledsoe, coordinator of the NEA Office of Higher Education. Contact: John Capece, GAU, University of Florida, Gainesville, Florida 32611 (904-392-0274).

FELLOWSHIP ■ The Women's Research and Education Institute offers fellowships that place graduate students in congressional offices and on strategic committee staffs. Selection is based on academic performance, experience with community groups, and interest in the the effect of gender differences on federal laws. Deadline: mid-February. Contact: Alison Dineen, Fellowship Director, WREI, 1700 18th Street, N.W., Washington, D.C. 20009 (202-328-7070).

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FROM THE LECTERN:

"I am going to be a strong voice for more funding for the Department of Education. When someone says 'I want to be the Education President,' that's a very clear commitment."

—Lauro F. Cavazos, Secretary, U.S. Department of Education

Volume VI, Number 6. NATIONAL EDUCATION ASSOCIATION *January 30, 1989*

Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler
Production: Marie O. Warren

NEWSBREAK

NEA Backed Coalition Achieves TIAA-CERF Reform

Over the past several years, NEA has helped lead the fight to guarantee full-fledged pension fund rights for higher education employees. Just before the holidays, that NEA effort paid off in a landmark agreement with TIAA-CREF, the largest pension fund for college faculty members.

The new agreement with TIAA-CREF — Teachers Insurance and Annuity Association and College Retirement Equities Fund — allows transferability out of the TIAA-CREF system for the first time.

From now on, CREF will permit transfers into other retirement vehicles that are approved by an employee's institution. Before the new agreement, money placed in CREF remained in the fund until retirement or death. CREF currently offers a money market fund and an equities fund.

The settlement also provides for larger lump-sum payments on retirement, subject to employer approval.

NEA President Mary Hatwood Futrell notes that the new agreement addresses each of the concerns NEA members have expressed about TIAA-CREF.

"Our goal throughout this long settlement process," says Futrell, "has been to protect employee interests, make the transfer of retirement money easier, and reform the governance within TIAA-CREF."

The settlement, becomes effective upon federal government approval. The parties agreed that TIAA, the companion fund that invests in money market certificates, commercial paper, and mortgages, will permit transfers within two years of final federal action. The TIAA option would have different characteristics, including a 10-year Transfer Payout Annuity.

Transfer will be contingent on the approval of individual colleges and universities that participate in TIAA-CREF. NEA will encourage employers to maximize the options available to faculty and staff. The next step will be to convince higher ed employees to take advantage of the new options.

Other key provisions of the new agreement:

- Both the transfer and the lump-sum option would extend to CREF funds accumulated under a prior employer's plan if such plan provided for these options on termination.
- If the prior employer's plan did not permit transfer or lump-sum payments on termination, such accumulations could be transferred or paid out only with the prior employer's consent.
- The transfer and lump-sum options would be offered within approximately six months following federal approval.
- New CREF investment products may be offered simultaneously with the transferability option.
- CREF trustees will be elected directly by CREF participants. This change will be phased in over four years to permit current trustees to serve out their terms.

The trustee nominating committee will consist of independent trustees who will seek to ensure representation of the diversity of institutions and individuals participating in CREF, as well as persons from the general community who are knowledgeable in investment and finance.

"The settlement overall is a good one," says Jim Davenport, president of the NEA National Council on Higher Education. "We've worked successfully to facilitate employee discretion to transfer accumulated retirement money for investment purposes."

NEWSMAKER

Ian Lanoff

NEA and TIAA-CREF

Attorney Ian Lanoff was a key player in the NEA campaign to secure reform in the TIAA-CREF system. Lanoff, a partner in the Washington, D.C.-based law firm of Bredhoff and Kaiser, is a specialist in employee benefit law. Lanoff served as administrator of the U.S. Labor Department ERISA program during the Carter Administration.

NEA Higher Education Advocate *editor Harold Wechsler recently interviewed Lanoff about NEA's role in the recent reform agreement with TIAA-CREF — and the implications of that settlement for NEA members.*

Q. What brought about NEA's participation in the campaign to reform TIAA-CREF?

A. NEA recognized that higher ed employees, both faculty and staff, were "trapped" in the basic TIAA-CREF retirement system that they would have to count on for their retirement benefits.

An individual who was unhappy with the investment results provided by the TIAA-CREF system had no choice but to stay with the system. This is now changed.

Q. What were NEA's objectives in the TIAA-CREF campaign?

A. We wanted to open up the system so that individuals unhappy with TIAA-CREF's investment results could take their money elsewhere. In doing so, they would assume the responsibility of deciding upon who will manage their retirement monies.

We had a choice in negotiations between two models: The model that we chose, which became the basis for the settlement, is used in most private sector pension systems. Under this model, the employer makes the initial decision whether and to what extent its employees will be permitted to choose among various options. This model is consistent with NEA's traditional role as a labor organization that represents its members with employers.

The model that we rejected and that did not become part of the settlement eliminated the employer and had individual employees deal directly with TIAA-CREF. This model would have left too much control in the hands of TIAA-CREF. Its representatives would have an unfair advantage over their new competition. We were also afraid that employees would be luckless in dealing with the vast TIAA-CREF bureaucracy.

Q. How did we conduct the negotiations?

A. NEA and several other higher education parties negotiated the settlement with TIAA-CREF in connection with proceedings before the U.S. Securities and Exchange Commission. TIAA-CREF had initiated proceedings in a failed attempt to maintain the status quo.

Q. How are NEA members affected by the settlement?

A. NEA members will now have a say in the investment of perhaps the most important single source of retirement monies. No longer will "Big Brother" TIAA-CREF be able to hold those monies hostage.

TIAA-CREF will now be in competition with other investment vehicles. It can reasonably be expected to be more responsive to the needs of NEA members and to do a better job of managing the monies left by NEA members.

Q. Now that NEA members *may* transfer their funds, *should* they?

A. We've achieved the ability of NEA members to make that choice. They will now have to pay attention to how their money is invested, to monitor the performance of the various options, and to decide, based on their review, what's in their own best interests. That will be an ongoing process. There's no black-and-white answer as to whether money now in TIAA-CREF should or should not be moved.

[illegible]: You may still register for the 1989 NEA Higher Education Conference. Call the Higher Education [illegible].

INSIDE NEA

Higher Ed Conference

Congressman Doug Walgren (D-PA) will keynote the 1989 NEA Higher Ed Conference in Orlando, February 23-25, along with Georgia Senator Wyche Fowler, Jr. and NEA President Mary Hatwood Futrell.

Among other featured speakers: Chancellor Marguerite Ross Barnett, University of Missouri at St. Louis, and Melvin Hoagland, deputy director, the Minnesota Coalition on Health.

Also on hand will be: Leroy Dubeck, Temple University, and Ronald Root, director of higher education management services, Michigan Department of Education.

Contact: Gerie Bledsoe, NEA Higher Ed Coordinator (202-822-7146).

Contract

After more than a year of bargaining, a week-long strike, a vote of no-confidence in the president, nearly a year of arbitration, and successful post-arbitration bargaining, the Ferris Faculty Association (Michigan Education Association/NEA) has ratified a new contract.

Contract provisions include tenured faculty participation in hiring, retention, and dismissal of new faculty, 90 percent repayment for salary lost during the strike, creation of a joint administration-faculty committee on pay inequities, and a salary increase.

Correction

The 1988 Tax Technical Corrections Act extends the Employee Educational Assistance Act through 1988, not 1989 as reported in the Nov. 21, 1988 *Advocate*.

CAPITAL REPORT

The Federal Budget

Just before President Reagan left office, the Committee for Education Funding, an NEA-supported coalition of over 100 education groups, called on the White House to increase the education budget by $2.5 billion.

President Reagan's last budget proposal was presented to Congress January 9. The Reagan proposal for FY 90 calls for $1.15 trillion in spending, a $92.5 billion deficit, and zero-funding for 24 education programs.

Under the last Reagan budget plan, Pell Grants would receive a $256 million increase. The $2,300 maximum grant would remain the same, while the number of students receiving the grants would increase by 46,000 to 3.1 million.

Funding for Perkins loans and State Student Incentives Grants would end. Stafford loans (formerly GSL's) would be cut by $212 million. President Bush promises his own budget proposals soon.

Department of Education

In December, NEA President Mary Hatwood Futrell and Executive Director Don Cameron met with Education Secretary Lauro Cavazos. The parties had a productive exchange on the problems facing education.

"Secretary Cavazos seems determined to make sure every student has an opportunity for a quality education," noted Futrell after the meeting. "He is particularly sensitive to the dropout problem."

President Futrell has asked Cavazos to speak before NEA groups this spring and will invite President Bush to address the 1989 NEA Representative Assembly this July in Washington, D.C.

ON THE CAMPUS

Enrollments

Fall enrollments at higher education institutions increased slightly over last year. An informal survey of 14 states, conducted by the American Council on Education, found declines only in Virginia and Washington. All other states reported gains in the 1 to 6 percent range.

Elaine El-Khawas, ACE vice president for policy analysis, attributes the increases to: increasing community college enrollment, stepped-up minority recruitment, more part-time study, and rising participation and retention rates among traditional-age students.

Meanwhile, a College Board analysis shows that between 1980 and 1987 the number of part-time students enrolling in both two-and four-year institutions increased, while the number of full-time students decreased.

"The four-year degree is no longer the norm," notes Janice Gams, College Board assistant director of public affairs. "By the turn of the century, part-timers may be the majority."

The survey shows a small shift back to increased student dependence on grants, rather than loans. But Gwendolyn Lewis, senior policy analyst at the College Board, warns against making "a big deal about this." The survey, she says, shows a very partial picture of all aid distributed.

Between 1980 and 1986, the percentage of aid in the form of grants going to undergraduates at four-year colleges declined from 65.4 to 50.0. At the same time, the percentage of aid given to those students in the form of loans increased from 16.4 to 39.4. The 1987 figures are 51.1 percent and 38.3 percent, respectively.

EX LIBRIS: *Get Smart: A Woman's Guide to Equality on Campus* by Montana Katz and Veronica Vieland discusses problems that confront women college students and offers realistic solutions. Price $29.95 cloth; $9.95 paper. Contact: The Feminist Press, 311 East 94th Street, New York, N.Y. 10128.

PROFESSIONAL NEWS

DIRECTORY

■ *Jewish Life on Campus 1989-1990* is a state-by-state listing of over 400 colleges and universities with Jewish student organizations. The directory also includes enrollment statistics, housing options, and Jewish studies courses and degree programs. Price: $12.95 (prepaid). Contact: B'nai B'rith Hillel Foundation, 1640 Rhode Island Avenue, N.W., Washington, DC 20036. (202-857-6560).

FILM

■ "Shooting for Success," a 22-minute video portraying the remarkable success of NEA member Jaime Escalante and his students at Garfield High in East Los Angeles, is now available at no charge. The video depicts Escalante's determination to teach Advanced Placement calculus to inner city students whose past successes in learning basic math skills were minimal. Contact the communications office of state NEA affiliates or: "Shooting for Success," NEA Communications, 1201 16th St., N.W., Washington, D.C. 20036 (202-822-7200). Commercial and cable televising is prohibited, nor may a charge be assessed to view this video.

COMMUNITY COLLEGE WEEK

■ March 6-10, 1989 is Community College Week in New York State. Sponsored by NEA-New York, the activities reflect two themes: "Your Community College: Your Community Resource" and "School and Community: United for Excellence." NEA-New York's resource packet includes radio public service announcements, a sample news release, local project ideas, a sample CCW proclamation, a poster, and reproducible artwork. Contact: Brian Baker, Communications Specialist, NEA-New York, 217 Lark Street, Albany, New York 12210 (518-462-6451).

FELLOWSHIPS

■ The National Endowment for the Humanities is now accepting applications for the 1989 Summer Seminars for College Teachers and the 1989 Institutes for College and University Faculty programs. Summer Seminars provide college teachers who have not recently had the opportunity to use the resources of a major library a chance for study and research in their fields under the direction of a distinguished scholar. Institutes provide opportunities for intensive study of texts, historical periods, ideas, and issues central to undergraduate and graduate teaching in the humanities. Deadlines: Seminars, March 1; Institutes, throughout March. Contact: NEH College Teachers Seminars, Box 406, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506, or NEH Institutes for College and University Faculty, Division of Educational Programs (same address).

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FROM THE LECTERN:

"Things would have been far worse if Congress had not opposed the Reagan Administration on cuts. They wanted to do away with federal student aid."

—Rick Jerue, staff director, House Postsecondary Education Subcommittee

Volume VI, Number 7. NATIONAL EDUCATION ASSOCIATION *February 27, 1989*

Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler
Production: Marsha Pearson

NEWSBREAK

The Humanities: On the Offensive

Are the humanities responsible for a moral breakdown in America? Are these disciplines in a crisis? Do they suffer from a failure of confidence, of coherence, and of nerve to defend the Great Tradition?

Yes, says Lynne Cheyney, chair of the National Endowment for the Humanities. No, says the American Council of Learned Societies.

Humanities in America **by** NEH's Lynne Cheyney is the latest attack on the academic study of the humanities.

This new report contends that, at a time of heightened public interest in the humanities, academic inquiry is increasingly arcane. Practitioners are more concerned with their research, and less concerned with teaching. Worse, humanities scholars politicize the curriculum: the Great Tradition is out; the Third World is in. Many observers, notes Cheyney, "have written of disarray and isolation, of rupture and distrust, [and] of a lost sense of meaning in the academic humanities."

Cheyney holds faculty members responsible for these shortcomings.

"Examining the higher education spectrum," she writes, "one sees a clear pattern: as teaching responsibilities decrease, faculty salaries increase."

The ACLS rejoinder, *Speaking for the Humanities,* disputes Cheyney's conclusions. Where Cheyney berates the humanities for failing to speak unequivocally for universal Western values, the ACLS authors attribute the questioning of these values to America's changing position in the world economy and the emergence of non-Western powers on the world scene.

The ACLS report redefines Cheyney's "failings" as "enlivening transformations." Questions about the canon, the structure of language, the organization of knowledge, and the hierarchies that dominate intellectual life are a sign of health: "It could not have been easy to sit at Socrates' feet."

Noting the increase in specialization and professionalization, the ACLS report contends that significant generalizations arise only from particularized research. No one condones *trivial* research, but it is difficult to know in advance what research will have the most significant implications. The report calls for cross-disciplinary inquiry and communication to counteract narrowness.

The positivist ideal of objectivity, the ACLS paper notes, *is* vulnerable to criticism. Indeed, "the consensus of most dominant theories is that all thought does, indeed, develop from particular standpoints, perspectives, interests."

Traditional claims to disinterest, the ACLS points out, reflect unacknowledged ideologies. The best humanistic thinking reveals ideology's capacity to promote "as universal values those that in fact belong to one nation, one social class, one sect."

Speaking for the Humanities views the current debate over methodology—and the resultant intellectual uncertainty—as a strength, not a weakness. The need to return to the old verities, the report charges, is the real "failure of nerve."

Attacks on the curricular "canon," the report adds, do not arise from relativism. These attacks arise from grappling with the genuinely difficult questions of pluralism, values, and otherness. The ACLS authors propose that the curricular debate be presented to students, to help them understand these issues.

The report attributes enrollment declines in the humanities not to internal problems, but to heightened interest in business and economics that occurred in the 1970s. Request free copies of *Humanities in America* from: NEH, Washington, D.C. 20506. *Speaking for the Humanities* is free from: ACLS, 228 E. 45th St., New York, NY 10017.

NEWSMAKER

Jim Harrison

THE URBAN UNIVERSITY

Since World War II, the urban university has emerged as an important vehicle for attaining equity in higher education. Numbering over 300, urban universities face both unique problems and opportunities.

Higher Education Advocate ***editor Harold Wechsler recently interviewed Jim Harrison, president of the Association of Urban Universities, about the present state of the urban university. A 20-year congressional staff member, Harrison directed staff of the House Subcommittee on Postsecondary Education in the mid-'70s. He taught at University of Nebraska and Portland State University before coming to Washington in 1956.***

Harrison will be a featured speaker at the upcoming 1989 NEA Higher Education Conference.

Q. What is an "urban university?"

A. An urban university draws its students from the metropolitan area in which it is located and is committed to service to a city. Urban universities offer research, training, and applied services to address problems that cities consider important. The service commitment must begin with the institution's president.

The NEA represents the faculty of many Association of Urban Universities members. These include: San Francisco State, the University of the District of Columbia, the University of Massachusetts at Boston, and Bunker Hill Community College.

Urban universities are committed to their urban location. They ask how they can help break down walls between town and gown.

Q. What challenges do urban universities confront?

A. Among the most important: strengthening urban education. We aim for mutually beneficial relations with local schools. The colleges use city schools as teaching labs; city schools use college resources including faculty and libraries.

We publicize the virtues of cooperation to legislators, the public, the education press, and the higher education community.

Q. What's the history of the Association of Urban Universities?

A. In the mid-1970s, representatives of public urban colleges began to meet informally. After three years as an ad hoc group, the founders created a Washington, D.C. office, and extended membership to private colleges. I've been AUU's director since 1977. We've grown considerably. Our students are about 20 percent of the country's higher ed student body.

Q. What are your legislative priorities?

A. Our first success was Title XI of the Higher Education Act. This title authorizes competitive grants open to urban colleges that work with local governments to contribute to the solution of urban problems. During the Reagan years, we've fought off attempts to have the Title repealed. The 1986 Higher Education Act reauthorized the title with an new economic development component added.

AUU took the lead in amending the Higher Education Act to make student aid available to less-than-half time students.

We're now monitoring legislation that links higher education to public service. A good bill will use educational benefits as a reward for such service. But we oppose efforts to substitute such public service for need-based student aid bills, such as Pell Grants. Student aid eligibility should continue to be determined by demonstrated calculated need.

Q. You've invited several community colleges to membership, including Bunker Hill Community College, whose faculty is represented by NEA. Why?

A. Community colleges share with four-year colleges the missions of specialized training and service. These community colleges have close relationships with AUU members. We hope that AUU can facilitate similar partnerships.

We also hope that AUU will be a clearinghouse for information on urban education programs. Our goal is to help make the cities we serve economically stronger, socially cohesive, and more livable.

For further information about the Association of Urban Universities, contact: AUU, 501 I Street, S.W., Washington, D.C. 20024.

INSIDE NEA

Contract

The new three-year contract negotiated by the NEA/New York affiliate at the Community College of the Finger Lakes includes a 32 percent salary increase — the highest raise for any community college in New York.

The Finger Lakes Association also blocked administrative attempts to define professional duties and limit outside employment. The local's working relationship with county supervisors and the county executive was instrumental in the settlement, notes UniServ representative William R. Sell.

Bargaining

Collective bargaining rights received top billing in a recent survey of North Dakota higher ed faculty.

Exactly 75 percent of the respondents gave a "top" or "high" priority for the right of a bargaining organization to meet with the administration.

The right to bargain was a top priority on all campuses, and among all categories of faculty.

The North Dakota Education Association conducted the survey, using NEA research capabilities.

Organizing

The Colorado Education Association has a new local affiliate at Colorado Northwestern Community College, Rangely, Colorado. John Howe heads up the CNCC organizing effort.

"We're excited to have CNCCEA join the Association," says John Outcelt, CEA higher ed organizer.

CAPITAL REPORT

National Service

The 101st Congress is considering new legislation that would encourage college age youth to participate in national service. National service would include either joining the military or performing civilian community work.

Among the bills in the hopper:

- *The Nunn-McCurdy bill.* This bill, sponsored by Sen. Sam Nunn (D-GA) and Rep. Dave McCurdy (D-OK) provides vouchers for education, training, and housing for one to two years of military or civilian service. This service plan would eventually replace all federal student aid programs.
- *The Pell bill.* Sen. Claiborne Pell (R-RI) introduced legislation that authorizes $30 million for grants to states to implement programs of civilian community service.
- *The Panetta bill.* Sponsored by Rep. Leon Panetta (D-CA), this bill provides for 6 month to two-year work-service programs. Participants would receive remedial education and an education grant or job training assistance upon completion of service.
- *The Mikulski bill.* This proposal, introduced by Sen. Barbara Mikulski (D-MD) offers a $3,000 tuition home/credit or purchase in return for six years of weekend work, and two weeks each summer.

The Nunn-McCurdy bill is the most controversial since it makes national service a prerequisite for college aid eligibility. Ernest Boyer, president of the Carnegie Foundation says the bill "could diminish opportunity, add confusion, and make it even less clear to the least advantaged that college access would be available."

Hearings on national service legislation will be held this spring.

ON THE CAMPUS

Fringes

A new report states that nearly 19.7 percent of all college and university payroll expenditures goes for insurance and retirement. These payments include Social Security and other mandated payments, pension fund payments, and all forms of insurance.

The survey, conducted by the Teachers Insurance Annuity Association-College Retirement Equities Fund, found that institutions spent an average of $4,896 per employee on insurance and retirement.

Per-employee costs ranged from $1,250 to more than $7,500. Large public universities spent 21.1 percent of their payroll on retirement and insurance. Private universities spent only 16.1 percent of their payroll on these fringes.

Price: $4.50. Contact: TIAA-CREF, Research Division, 730 Third Avenue, New York, N.Y. 10017.

Minority Faculty

The General Electric Foundation has instituted a program to increase the number of minority and female faculty in engineering, science, and business education.

The foundation will award graduate fellowships, grants, and forgivable loans to encourage minority undergraduates to go into college teaching. Grants will go to the graduate institution that enrolls minority students, the sending undergraduate college, and the fellow. GE will also award faculty grants to help doctoral students begin their academic careers on a tenure track.

Contact: Nick Komanecky, GE Foundation, 3135 Easton Turnpike, Fairfield, CT 06431 (203-373-3218).

PROFESSIONAL NEWS

PUBLICATION

■ The 1988 *History of Higher Education Annual* contains articles on Abraham Flexner and medical school reform, Antioch College and progressivism, the election of M. Carey Thomas to the Bryn Mawr College presidency, and the impact of exiled academics on the development of political science in post-war Germany. The *Annual* also contains reviews of Lawrence Cremin's writings on higher education and the history of medical education. Price: $10.00 prepaid from: Annual, Graduate School of Education, University of Rochester, Rochester, New York 14627.

CONFERENCE

■ "Gender in Academe: The Future of our Past" is the theme of a conference to be held November 2-4, 1989 at the Sabal Park Holiday Inn, Tampa, Florida. Hosted by the University of South Florida, the conference will address: women as scholars and teachers, gender and the curriculum, and the relationship between gender, race, class, ethnicity, and disability. Sue V. Rossner and Gerda Lerner will keynote. Papers that address the conference theme are being solicited. Deadline: April 7, 1989. Contact: Dr. Ellen Kimmel, USF, LLL 012, Tampa, FL 33620. For registration information, contact Dr. Lee Leavengood (same address).

DIRECTORY

■ The National Center for Educational Statistics has released the *1987-88 Directory of Postsecondary Institutions*. The *Directory* includes listings for 12,283 postsecondary institutions. Volume 1 contains data for 5,669 2-year and 4-year institutions (price: $25.00). Volume 2 covers 6,614 Less-Than 2-year-Institutions (price: $21.00). Order from: Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325.

TAX GUIDE

■ Time is running out to order your *NEA Federal Income Tax Guide for Education Employees*. The *Guide* contains 1988 changes to the Tax Reform Act. New this year, you can calculate your taxes and print most of your forms on our speadsheet program. Get the set (stock #1468-5-00-H) for only $18 postpaid. The book alone (#1467-7-00-H) is $6.95 plus $1.50 shipping and handling. MasterCard and Visa are OK. Order from NEA Professional Library, PO Box 509, West Haven, CT 06516.

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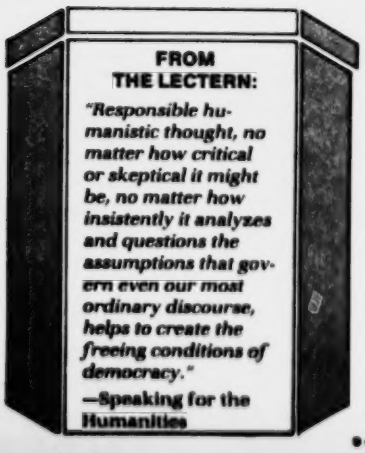
FROM
THE LECTERN:
"Responsible humanistic thought, no matter how critical or skeptical it might be, no matter how insistently it analyzes and questions the assumptions that govern even our most ordinary discourse, helps to create the freeing conditions of democracy."
—Speaking for the Humanities

Volume VI, Number 8 NATIONAL EDUCATION ASSOCIATION *March 20, 1989*

Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler
Production: Kathleen M. Kelly

NEWSBREAK

NEA Community College Governance Policy Unveiled at Higher Ed Conference

Academic governance must promote academic justice and excellence, says a major new NEA statement on community college governance.

The NEA Standing Committee on Higher Education released the statement — "Community College Governance: The Role of Faculty" — at the recent NEA Higher Education Conference.

"The more than 40,000 community college faculty NEA represents will find this document inspiring and useful for years to come," says James Davenport, chair of NEA's Higher Ed Standing Committee.

The document states that faculty members must be a full partner in the establishment, operation, and modification of campus governance.

The new NEA community college document couples a rationale for faculty participation in governance with sections on academic issues as varied as finances and faculty status decisions.

"This is the first comprehensive statement of principles and standards for faculty governance since 1966," notes NEA higher education coordinator Gerie Bledsoe. "It's the only statement that incorporates collective bargaining."

The statement maintains that the status of faculty members ought to be a responsibility of their faculty colleagues, and that governing boards and administrators should accept and implement faculty decisions.

Terminations, the document adds, are permissible only when there exists no viable alternative.

"The institution's existence must be called into question," argues the statement, "before tenured faculty are retrenched or placed on unpaid leave or lay-off status."

The document outlines a nine-point procedure to be employed before any full-time faculty are released. Among the key points:

- conferral with faculty before any terminations.
- elimination of single programs in their entirety rather than portions of several programs.
- layoff of part-time and non-tenured faculty before tenured faculty.

The statement recognizes the primacy of faculty in setting academic policy on everything from the creation or dissolution of programs to the establishment of degree requirements.

When implementing academic policy, the document adds, the primacy of collective bargaining must be recognized when faculty members have a bargaining agent.

Faculty, "Community College Governance" adds, are entitled to an appropriate role in the allocation of resources within an institution and to access to pertinent financial data.

The statement also calls for a faculty role in the selection and evaluation of administrators, and for student participation in overall institutional policymaking.

NEA members who attended last month's annual NEA Higher Education conference in Orlando also heard Senator Wyche Fowler discuss the proposals for national service now before Congress and Rep. Doug Walgren analyze U.S. science policy.

In a featured session, economist Carol Frances discussed the reasons for higher tuition costs. She noted that faculty salaries peaked in the late 1960s, fell precipitously fell in the 1970s, and have regained only half of their purchasing power in the 1980s.

[illegible] Governance Statement will appear in the 1990 *NEA* [illegible] For copies, contact: Office of Higher Education, NEA, 1201 16th St., N.W.,

NEWSMAKER

Claire Gaudiani

ACADEMIC ALLIANCES

At the 1989 NEA Higher Education Conference, held last month in Orlando, NEA President Mary Hatwood Futrell praised Connecticut educator Claire Gaudiani's ongoing efforts to create "Academic Alliances" between K-12 and higher education.

Gaudiani, president of Connecticut College, sees these alliances as local communities of scholars. The first alliances began in foreign languages and literature. The alliances now cover many disciplines and bring K-12 and postsecondary faculty together on a monthly basis.

Just what do these alliances do? **Higher Education Advocate** ***editor Harold Wechsler recently explored that question in an interview with Gaudiani.***

Q. What's the premise that underlies the alliances?

A. Adults who teach the same subject in the same geographic area share a collective responsibility for the quality of each other's teaching and learning.

Academic Alliances move away from the traditional hierarchy that values teachers in inverse proportion to the age of the students they teach. We believe that the enterprise of education is dependent on continuity of learning from early childhood through the adult years. Our goal is to have faculty who teach students of different ages to find common interests.

Q. How does this happen?

A. The culture of school teaching encourages a generalist knowledge of a discipline, while the culture of college teaching rewards specialization. Through the alliances, school and college faculty share elements of each other's cultures. College faculty reexamine the major outlines of their fields. School teachers explore a small piece of territory in depth. The goal is balance — to maintain an appreciation of each kind of knowledge.

Q. How does an alliance work?

A. To begin, faculty members usually contact colleagues in their department and in local schools and colleges. Almost all alliance groups need a steering committee that includes representatives from all educational levels.

The steering committee should issue a statement that defines the geographic area in which the alliance will operate, the initial goals, major issues of concerns, and incentives to encourage faculty participation (some school districts offer released time). After an initial organizational meeting, subsequent meetings are substantive. Some activities that work:

- journal review: members prepare abstracts of important articles, and help each other stay up to date in their fields.
- panel discussions: members discuss their fields, and their central texts and practices.
- demonstration classes and curriculum exchanges: members may visit each other's classes as a way of working together to improve teaching.
- reviews of major conferences: members can quickly disseminate new developments in their fields.

Throughout all this, alliance members rely on each other to become the experts and accept the active role of researcher and knowledgeable practitioner.

Q. Are faculty members the only participants in alliances?

A. No. Student teachers, graduate students, and undergraduate majors can make the transition from training to practice through communities of inquiry in their discipline.

Q. What is the effect on participants?

A. The alliances directly affect the quality of adult professional experience. Rather than defining instructors by their classroom "output," alliances encourage faculty to expand their knowledge of their academic field in ways they find personally satisfying.

The alliances allow faculty members to gain power without leaving the classroom for administration or other careers. Faculty members often rediscover the energy of their early teaching years through a renewed sense of mission.

REMINDER: For more information on Academic Alliances, see *Current Issues in Higher Education* 1 (1989/90). Price: $6.00. Order from American Association for Higher Education, One Dupont Circle, N.W., Washington DC 20036.

INSIDE NEA

NCHE

Just before the higher ed conference, the National Council for Higher Education, which advocates higher ed issues within NEA, re-elected James Davenport of Michigan NCHE president. VirginiaAnn Shadwick of California is the new vice president.

Re-elected to the NCHE Executive Committee: Gloria Greene-Ridley (District of Columbia, two-year term), and Frank Obris (Massachusetts, one-year term). Newly elected: Jim Rice (Massachusetts, two-year term).

NCHE next meets on June 28, just before the annual NEA Representative Assembly, in Washington, D.C.

Organizing

NEA has a new professional staff affiliate at Southern Illinois University, Edwardsville. SIUE/IEA/NEA decisively won a runoff decisively election last month.

"I'm very pleased," says chapter chair John Drueke. "We're now preparing for bargaining."

IEA will be looking at salary equity, working conditions, health and safety, and professional development issues.

Contract

The State College Education Association in Nebraska has just settled a new two-year contract through last-best-offer binding arbitration. The settlement calls for a 9.25 percent increase in salary for 1989-1990, and 9 percent for 1990-1991. In addition, faculty members will receive 2 percent for retirement insurance.

"This is a significant settlement for the faculties in Nebraska," says professor of business Bill Snyder, chief negotiator for Peru State College.

CAPITAL REPORT

The Bush Budget

President Bush's well-publicized recommendations for increases in education spending require deep cuts in other domestic discretionary spending, says the Democratic Study Group. The DSG estimates that postsecondary student aid programs would be cut by about 15 percent if the Bush proposals were funded from existing education programs.

Confusion about the President's intentions is so great, in fact, that Secretary of Education Lauro Cavazos admits that he can't express the Department of Education budget proposal "in a solid number."

Cavazos aide Charles Kolb says that Bush, like President Reagan, wants to reduce funding for Perkins loans by more than $180 million and eliminate $72 million for State Student Incentive Grants.

Most of Bush's education proposals — alternative certification, merit schools, and magnet schools of excellence — require new legislation and face an uncertain future.

The cost of the Bush initiatives comes on top of the $900 million the Department of Education needs to keep pace with inflation.

Freedom of Information

March 16 is Freedom of Information Day. The day celebrates the public's "right to know" and calls attention to the barriers against that right.

Less Access to Less Information, the newsletter of the NEA-backed Coalition on Government Information, documents government attempts to reduce public access to information. For the latest issue ($1), write: ALA, 110 Maryland Ave., N.E., Washington, DC 20002.

ON THE CAMPUS

Minority Participation

Black male enrollment in higher education has slipped alarmingly since the mid-1970s, says a report released by the American Council on Education.

In 1976, Black males represented 4.3 percent of college enrollment, but by 1986, their share dropped to 3.5 percent — the largest decline of any racial or ethnic group in higher education.

Total enrollment grew from 11 million to 12.5 million in this period, but Black male enrollment fell from 470,000 to 436,000. At the same time, the high school graduation rate for Blacks increased from 67.5 percent to 76.4 percent.

At last month's NEA Higher Ed Conference, NEA President Mary Hatwood Futrell said these figures represent social, economic, and educational realities.

"Our educational system," said Futrell, "is failing minority students and poor students, particularly Black male students."

Eight states recently won grants from the State Higher Education Executive Officers Association to increase minority graduation rates: Arizona, Colorado, Illinois, Massachusetts, Montana, New York, and Ohio, Tennessee. The grants will help track minority progress, strengthen the general education curriculum, ease transfers from two-year colleges, and improve funding and admissions policies.

ACE has also released a new book that aims to reverse the decline in minority participation. *Minorities on Campus: A Handbook for Enhancing Diversity* is available for $17.50. The new ACE report on minority participation is $8. Write: ACE, One Dupont Circle, N.W., Washington, DC 20036.

EX LIBRIS: *Language, Gender, and Professional Writing* by Paula A. Treichler and Francine Wattman Frank shows authors how to express their thoughts fairly without sacrificing clarity. Price: $34 cloth, $15.50 paper, prepaid. Contact: Modern Language Association, 10 Astor Place, New York, NY 10003-6981

PROFESSIONAL NEWS

COMMUNITY COLLEGES

■ The current edition of *Community College Week* contains the complete text of the NEA statement on Community College governance. A four-week trial subscription is free. A year's subscription is $24. Order from: *Community College Week*, P.O. Box 3602, Fairfax, VA 22038.

STUDENT DISABILITIES

■ The Association on Handicapped Student Services Programs in Postsecondary Education holds its 12th National Conference at the Sheraton Hotel, Seattle, Washington, August 9-12, 1989. AHSSPPE works to promote full participation of individuals with disabilities on campus. For additional information contact: Jane Jarrow, P.O. Box 21192, Columbus, Ohio 43221 (614-488-4972, Voice/TDD).

AIDS PREVENTION

■ The American College Health Association sponsors free AIDS prevention workshops that show how to implement AIDS prevention programs on campus. Future sites: Seattle, WA: March 22-23; Syracuse, NY: April 11-12, Madison WI: April 27-28. Contact: Gerri Smith or Pat Downey, ACHA, 15879 Crabbs Branch Way, Rockville, MD 20855 (301-762-6102).

REPORT

■ *Informing the Nation: Federal Information Dissemination in an Electronic Age* examines the issue of equity in public access to federal information in electronic formats, and the roles of federal agencies and the private sector in the electronic dissemination process. Report briefs and summary reports are free from: Office of Technology Assessment, Congress of the United States, Washington, D.C. 20510. The full report is $14 from: U.S. Government Printing Office, Washington DC 20402-9325.

BARGAINING

■ *Power Relationships on Unionized Campuses* is the theme of the 17th annual conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions. Sociologist Seymour Martin Lipset will keynote. Dates: April 24-25, 1989-Sheraton Centre Hotel, New York. Contact: Beth Hillman Johnson, NCSCBHEP-Baruch College, CUNY, 17 Lexington Ave., New York, NY 10010.

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FROM THE LECTERN:

"We cannot afford to raise a generation of students for whom altruism is just another SAT word."

—Senator Wyche Fowler (D-GA) speaking to the NEA Higher Education Conference

Volume VI, Number 9. NATIONAL EDUCATION ASSOCIATION *April 10, 1989*

Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler
Production: Marie O. Warren

NEWSBREAK

Assessment: The NEA Perspective

Does assessment play a constructive or inhibiting role in fostering academic innovation?

Last month, a group of 15 NEA higher ed faculty met for two days to address that question.

The group's consensus: assessment may be abused, but in the hands of the faculty, assessment may be a constructive tool.

Sponsored by NEA's Instructional and Professional Development Division, the seminar was cochaired by James Davenport from Michigan, chair of the NEA Higher Education Standing Committee, and Patricia Gozemba, a Standing Committee member from Massachusetts.

The seminar heard presentations from Harvard education professor Richard Light, the U.S. Education Department's Clifford Adelman, and Peter Ewell from the National Center for Higher Education Management Systems in Boulder, Colorado.

Light discussed ways that faculty can encourage and assess innovative programs.

The Harvard professor quoted educator K. Patricia Cross: To improve teaching, encourage mid-course corrections.

Ask your students, he advised, to take the last minute of a class and write the answer to two questions: "What is the biggest point that you learned today?" and "What's your biggest unanswered question after today's class?"

This exercise can give the instructor immediate feedback and help students focus more carefully on class content.

Light also suggested:

- setting up support groups for women, and assigning women teaching assistants to work with these groups. Women who participate in such groups have performed better in science courses.
- coordinating courses in expository writing with substantive courses.

Among Light's other key points:

- learning increases more dramatically when groups, rather than individual students, use interactive technology.
- showing students how to allocate time improves learning. A latent function: time allocation gives students and advisors a specific topic to discuss and build upon.

Peter Ewell noted that assessments may be either formative (diagnostic) or summative, geared at either an individual or a group.

Within this framework, there are several assessment approaches:

- assessments of individual performance to determine capacity and potential.
- standardized testing, such as Florida's minimum competency tests.
- program evaluation for local improvement.

Ewell argued that only program evaluations are worth the investment.

Course evaluations by students, Ewell added, are usually "paper-pushing exercises" that give little feedback. He concluded that test scores can always be moved, but that getting students to learn is a difficult, complex task.

A 1987 NEA position statement sees properly designed and administered student assessment programs as crucial tools for both diagnosing student and institutional needs and improving instructional and counseling services. The statement calls for faculty planning, design, and implementation of assessments, implementation of programs in accordance with collective bargaining contracts, and creation of remedial programs to rectify identified deficiencies.

NEA opposes the use of student assessment programs to exclude students from educational opportunities, or for faculty, academic program, or institutional evaluation.

NEWSMAKER

Wes McCune

The Right Wing on Campus

Fifteen years ago, the radical right was termed the "fringe," and most observers were more worried about attacks on higher education from the left than from the right. Since then, the right wing has attracted a large following—and substantial funding. During the 1980s, the right wing has become increasingly prominent on college campuses.

Higher Education Advocate *editor Harold Wechsler recently interviewed Wes McCune of Group Research, Inc. about the threat from the right. McCune, a former journalist, is a respected authority on right-wing activities in America. Group Research, a Washington-based research organization, has monitored right-wing activities for almost 30 years.*

Q. When did the right wing become of interest in higher education?

A. The present interest may be traced back to the McCarthy period. By the early 1960s, two groups had become significant: the Young Americans for Freedom, founded by William F. Buckley, Jr., and the Intercollegiate Studies Institute which publishes the *Intercollegiate Review*.

The two groups were complementary: YAF was activist; ICI, intellectual. Since then a score of groups have appeared. Their original target was parity with the left.

Q. How has the right tried to gain influence?

A. Through programs, publications, and speakers. A prime example: the funding of 50 or more right-wing campus newspapers. The *Dartmouth Review* is the prototype. Others had brief success and then faded. About 20 survive.

The Institute for Educational Affairs heavily funds these papers. It was run by William E. Simon, the former Secretary of the Treasury in the Nixon Cabinet.

IEA also helped to start the Federalist Society to oppose what it called the liberal leanings of law faculties. This Society claims over 100 chapters and a $400,000 budget.

Reed Irvine runs Accuracy in Academia, which targets left-wing professors and scholarship. Irvine also runs Accuracy in the Media, which monitors newspapers and broadcast media for evidence of "left-wing bias." Irvine previously worked for the Federal Reserve Board and has no background in journalism.

Funding often comes through foundations funded by right-wing businessmen. The Jeremiah Milbank Foundation donates substantial sums to the right. So do the Olin Foundation, and the Scaife-Mellon Foundation.

Q. How are campus groups contending with the right?

A. I see little organized response among college administrators.

Obviously, there's a role for faculty and other internal constituencies.

Our organization, Group Research, began to monitor right of center activities in 1962. We publish a newsletter that includes information on campus right-wing activities. We've probably had an effect because of the frequency of right-wing attacks.

Q. What is the future for the right wing on campus?

A. It's still growing — on campus and elsewhere.

The Heritage Foundation, with a $15 million budget, has assumed ideological centrality. When a new issue appears on the scene, Heritage can produce a briefing memo and have it on opinion-maker's desks within a week. Heritage also employs right-wingers such as former Attorney General Ed Meese.

INSIDE NEA

Bargaining

A new study of changes in bargaining patterns between 1975 and 1985 shows major contractual gains at four-year colleges throughout the decade.

The study examined those four-year colleges that bargained in both 1975 and 1985. It found that faculty had marginal control over appointment, promotion, and termination decision-making in 1975, but, by 1985, many contracts provided for multiple review, appeal process, and grievance procedures. Contracts also showed gains in class size, number of preparations, schedule of courses, course load, teaching overload, and summer school.

Copies of "Collective Bargaining in Four-Year Colleges" are $5 from: Center for the Study of Collective Bargaining in Higher Education, 17 Lexington Ave., Box 322, New York, NY 10010.

Thought & Action

The *Thought & Action* Review Panel has two new members: Caroline Addison, professor of nursing education at the University of Detroit, and Kathleen Urban of the Legal Assistant Program at Laramie County Community College in Cheyenne, Wyoming.

The next *Thought & Action* will feature articles on sexual harassment in higher education, recruiting minority faculty members, the personal dimension of faculty development, and the attitudes of community college part-time faculty.

The *Thought & Action* Review Panel solicits articles on all higher education topics. Write: *Thought & Action*, NEA Communications, 1201 16th Street, N.W., Washington DC 20036.

CAPITAL REPORT

Department of Education

Illinois Schools Superintendent Ted Sanders is President Bush's nominee for undersecretary of education. Sanders has worked cooperatively with the Illinois Education Association, NEA's Illinois affiliate. "We look forward to working with Dr. Sanders as he undertakes this major position," says LaMar Haynes of NEA's Government Relations staff.

On the way out are some Reagan holdovers:

- Patricia Hines, assistant secretary for the Office of Educational Research and Improvement since last year.
- Kenneth Whitehead, assistant secretary for the Office of Postsecondary Education.
- LeGree Daniels, assistant secretary for the Office for Civil Rights since 1987.

"Any new secretary of a federal agency has the prerogative of selecting his own team," says Haynes. "We hope the replacements for the departed officials help to foster the spirit of cooperation that has developed between Education Secretary Cavazos and NEA."

Freedom of Information Day

At Freedom of Information Day ceremonies in Washington on March 16, the Coalition on Government Information, which fights to keep government information unrestricted, honored Vermont Senator Patrick Leahy. Leahy is a longtime freedom of information advocate.

The new issue of *Thought & Action* contains an essay entitled "Government Information Controls Threaten Academic Freedom" by Congressman Don Edwards (D-CA).

ON THE CAMPUS

CEO Salaries

Salaries of college and university presidents increased by a 9.7 percent average between 1986 and 1988, reports the College and University Personnel Association.

Salary increases varied by type of institution. CEOs at private research universities continue to earn the most ($157,000 in 1988). Their public counterparts received $109,800.

Salaries at baccalaureate colleges: $75,900-public; $83,400 private. At two-year colleges: $72,200-public; $58,800 private. At comprehensive universities: $91,600-public; $122,100 private.

Nearly half the institutions in CUPA's survey provide their CEOs with an on-campus residence, and 59.5 percent provided a car for the CEO's personal use.

Teacher Salaries

The current average salary for public school teachers is $29,567, a 5.6 percent increase over the 1987-1988 figure, according to an upcoming new report from NEA researchers.

Salaries range from a high of $41,693 in Alaska to $20,480 in South Dakota. The average classroom teacher has a master's degree and has taught for 15 years.

When salaries are adjusted for inflation, the average teacher salary rose by $1,844 or 12.3 percent over the last decade.

"Teacher salaries have not increased significantly," states NEA president Mary Hatwood Futrell. "We must ensure that our teachers are the very best available — and compensate them with professional level salaries."

NEA estimates that the average beginning teacher salary is $18,500.

PROFESSIONAL NEWS

MINORITY FACULTY

■ *Achieving Faculty Diversity: A Sourcebook of Ideas and Success Stories* details the experience of the University of Wisconsin system in increasing minority representation on the faculty. Chapters include: overcoming negative attitudes towards minority recruitment, the role of leadership, tips on creative searches, improving the campus climate, and expanding the applicant pool. Price: $8 from: University of Wisconsin System, 1802 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706 (608-262-6404).

DUES-TAB

■ Have you enrolled in DUES-TAB? This no-cost insurance benefit provides up to $25,000 of life and accidental death and dismemberment insurance to all NEA members who are actively employed in education. To enroll, or to ask questions about the benefits of DUES-TAB, call the NEA Special Services Response Center, toll-free at 1-800-637-4636.

FULBRIGHT FELLOWSHIPS

■ The Fulbright research and lecture program for 1990-1991 offers 1,000 grants in 100 countries for up to an academic year. Fulbrights are granted in all disciplines, and are open to scholars of all ranks. Applications are encouraged from professionals, retired faculty, and independent scholars. Deadlines: from June 1, 1989 to January 1, 1990. Contact: Council for the International Exchange of Scholars, 3400 International Drive, Suite M-500, Washington, D.C. 20008-3097 (202-686-7866).

AMNESTY INTERNATIONAL

■ Amnesty International helps to stop torture, unlawful detention, and other human rights abuses worldwide. Its newsletter explains how members can help free prisoners of conscience and end human rights abuses. Membership: at least $15, tax-deductible. Contact: AIUSA, 322 Eighth Avenue, New York, NY 10001.

HOLOCAUST STUDIES

■ Thirty college and secondary school instructors will participate in a three-week seminar on the moral and social dimensions of teaching about the Holocaust. The seminar begins on June 18 in West Bloomfield, Michigan, and then moves to Poland for five days. Contact: Rabbi Charles Rosenzweig, Holocaust Memorial Center, 6602 W. Maple Rd., West Bloomfield, MI 48322 (313-661-0840).

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FROM THE LECTERN:

"Today and even tomorrow, higher education may remain America's best 'product' in world competition, but it is likely to move toward our hopes rather than our fears only if we can tolerate its costs, its provocations, and its abundant messiness."

— David Riesman
Harvard University.

Volume VI, Number 10. NATIONAL EDUCATION ASSOCIATION *May 1, 1989*

Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler
Production: Marsha Pearson

NEWSBREAK

New Report Examines Higher Ed-NEA State Affiliate Relations

What is the current relationship between NEA higher education units and NEA state affiliates? How may that relationship be strengthened?

A special NEA work group chaired by Bob Chase, an NEA Executive Committee member, has been addressing these questions.

The group's answers: relations are improving, but there's still work to be done.

In 1978, the NEA Representative Assembly designated higher ed organizing as a continuing NEA priority.

Ever since then, tens of thousands of higher ed faculty and staff have joined NEA. They've been attracted, in part, by NEA's national program: the Association's lobbying clout in the nation's capital and NEA's distinctive array of publications and services.

But NEA state affiliate programs are equally important. In many states, a permanent and continuing commitment to higher ed by the state NEA affiliate has sparked considerable organizing success.

The NEA work group chaired by Bob Chase looked closely at these states and produced a report that identifies the successful practices these states have adopted. These practices, the work group recommends, ought to be adopted throughout the nation.

The new report outlines a minimum higher ed program for all states. Among the key elements:

- a government relations program with strong higher ed participation.
- publications that communicate higher ed issues.
- instructional and professional development programs for higher ed. These programs might include training for new faculty and workshops on publishing and grantsmanship.
- research expertise and assistance in areas such as state and federal budget and assessment issues.
- a coalition building program that links K-12, education support, and academic professional units.
- legal expertise on higher ed issues and protection of members rights by appropriate representatives.
- the assignment of staff with higher ed experience to service higher ed units. The report recognizes that college campuses have needs that require specialized skills and knowledge.

The work group is asking NEA to conduct annual state-by-state evaluations of the higher ed program, target campuses with organizing potential, and review UniServ staffing patterns and service delivery to higher ed members. It's also recommending that all NEA national committees have higher ed members.

The work group report is also asking states to identify "K-G" advocacy issues, such as site-based decision-making and peer review, and use them to define common ground between elementary-secondary and postsecondary education.

NEA Higher Education Specialist Christine Maitland calls the report "an important milestone for NEA's work in higher education."

The report, says Maitland, asks "states to redouble their efforts to organize and service higher ed units" and "higher education members to participate fully in state and national activities with the K-12 colleagues."

The *1989 NEA Higher Education Almanac* features other information about higher ed's role within NEA.

UPCOMING: The 1990 NEA Higher Education Conference will take place in San Francisco next March 2 (2 p.m.) to March 4 (noon). Plan to attend.

NEWSMAKER

Q. *Why the need for a working group on higher ed — NEA state affiliate relations?*

A. Several years ago, NEA conducted a "retreat" to address higher ed concerns. Participants at that retreat included Executive Committee members, executive staff, and higher ed affiliate leaders. We discussed the needs of higher education members and affiliates, and how higher ed fits into the overall NEA agenda.

The retreat led to an enhanced program for higher ed. The Higher Education Standing Committee issued statements on critical issues such as academic freedom, accreditation, and curriculum reform. We expanded our publications program to include the *Advocate*, *Thought & Action*, and the *Higher Education Almanac*.

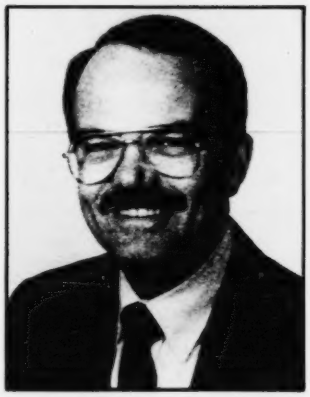
We also agreed to insure that NEA met the needs of higher ed. The Affiliate Relations Working Group report is another step in this direction.

Q. *What were the goals of the Affiliate Relations Working Group report?*

A. We list four goals: to describe the current relationship between higher ed locals and state associations; to identify factors that give rise to various organizational relationships; to assess which factors result in the healthiest state-local relationships, and to report our findings to the NEA Executive Committee.

Q. *Who was on the committee?*

A. We attempted to assure broad representation: higher ed unit leaders from two-and four-year colleges, state Association presidents, and executive directors.



Robert Chase

BEHIND THE NEW AFFILIATE RELATIONS WORK GROUP REPORT

NEA has a 20-year history in organizing higher ed faculty. Higher ed units are usually integrated into each NEA state affiliate's governance and service structure. States, as a result, have an important role in developing higher ed programs and providing service to higher ed units.

Higher Education Advocate *editor Harold Wechsler recently asked Robert Chase of Connecticut, chair of the recent NEA Affiliate Relations Working Group, about the current status and future prospects of higher ed unit relationships with state Associations.*

Q. *Describe the relations that currently exist between state Associations and higher ed locals.*

A. Relations have improved greatly. There's still a need for a greater understanding of each other's needs, and how to work together to improve educational opportunities for all students: K-G.

Q. *Can you give us some examples?*

A. Higher ed affiliates have unique servicing needs. State affiliates have learned that the laws that regulate higher ed differ from K-12 school law. Multi-campus governance structures also pose unique problems.

The involvement of professors in disciplinary association affairs affects the time they devote to NEA. We want higher ed members to have the resources to participate on NEA state governance bodies.

Q. *What does the report recommend?*

A. A state-by-state evaluation of state-local relationships, a review of staffing patterns to assure optimal affiliate services, a service model that will attract new higher ed members, and continued dialogue between state associations and higher ed affiliates.

Q. *How will the report affect growth in higher ed?*

A. This is an honest effort to bring about improved working relationships and mutual understanding. It shows NEA's commitment to assuring programmatic and representational rights for all members.

We hope that the report leads to greater integration of higher ed into the overall NEA program. We're all in this together.

The annual NEA Representative Assembly will take place July 2-5 in Washington, D.C. More [illegible] — representing over 1.9 million NEA members working in elementary, secondary, [illegible]

ADVOCATE SPECIAL

RA Delegates To Elect Leaders

Delegates to the 1989 Representative Assembly this July in Washington, D.C. will elect the NEA president, vice-president, and two Executive Committee members. The president and vice-president will serve two-year terms beginning September 1, 1989. The two Executive Committee members will serve three-year terms beginning the same date. The following candidates have filed for office and submitted statements by April 1, 1989. Candidates for each office are listed in the order in which they filed for office.

For President

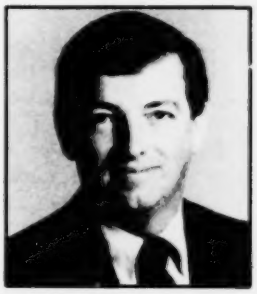
Keith Geiger

If NEA is to meet the enormous challenges of unionism and professionalism, it needs a leader who both recognizes these imperatives and has the experience to deal with them. Bargaining, protecting members' rights, improving curriculum, and providing a better education for all students are compatible, and NEA needs a president who has practical, on-the-job experience to accomplish these goals. To be successful, NEA must also remain willing to work with other segments of society to improve education and the jobs of our members.

NEA needs a president who understands, deeply and profoundly, the dual nature of the NEA, as a union and a professional organization, a president who will not back away from either role and will embrace both.

For these reasons I am a candidate for president.

John Wilson



Because of Mary Futrell's efforts, our next president has an unprecedented opportunity to secure a central role for NEA in charting the future of American education and to achieve major gains in compensation and professional status for our members.

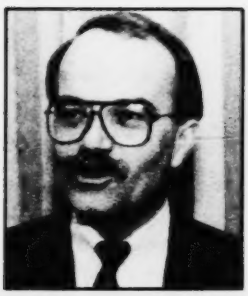
To seize this opportunity, NEA's next president should have:

► a practicing teacher's firsthand knowledge of today's classroom issues;
► the "real-world" perspective gained from years of front-line state and local association leadership;
► wide-ranging national experience as a member of the NEA Executive Committee;
► a proven ability to build consensus and to energize and lead an organization as diverse as NEA; and
► a passionate commitment to quality education for all students.

That is why I am a candidate for the office of president.

For Vice President

Bob Chase



Bob Chase, junior high social studies teacher and NEA Executive Committee incumbent member, is a candidate for vice president.

Chase has been involved in NEA at the local, state, and national levels—
► As president and vice president of local and state associations.
► As member of the NEA Board of Directors and several national committees, including the Blue Ribbon Task Force on Educational Excellence, Resolutions Committee, Women's Concerns Committee, and study groups on Black and Asian and Pacific Islander concerns.

Chase says, "The major issues confronting NEA are funding, restructuring to meet the needs of a diverse membership, and involvement in education reform. NEA needs leaders who have a vision of the future and an unfaltering commitment to the membership. That's why I'm a candidate for NEA vice president."

For Executive Committee (two seats)

Sue Hovey

America's public schools are her future. There is no other institution in our country that will ensure equality and excellence for this generation and generations to come.

One organization has consistently stood for excellence in education without compromising its principles. . .the NEA. Our 1.9 million members, from small states and large, from rural locals to urbans, have unflinchingly demanded accountability of their employers, of their legislators, of each other, and of their organization.

That's why I'm so proud of the NEA, and that's why I'm a candidate for reelection to the Executive Committee.

Reg Weaver

As former state president, I represented our members on many committees addressing educational reform, including the Illinois Project for School Reform, Illinois Commission for Improvement of Elementary and Secondary Education, and Blue Ribbon Committee for Improvement of Teaching as a Profession.

Nine years on Illinois' Teacher Certification Board prepared me for my responsibilities as a member of the National Standards Board.

Societal changes have had a major impact on education, our profession, and our organization. We must generate student-centered, teacher-directed change through collective bargaining, political action, and effective lobbying if we are to achieve educational excellence and equity. These same vehicles will shape the outcome of issues such as compensation, site-based decisionmaking, sufficient educational funding, and working environments.

OTHER ELECTION INFORMATION

A vacancy has been created on the NEA Executive Committee and will be filled by the 1989 Representative Assembly. The vacancy represents the unexpired portion of the term of Edith Swanson. The individual elected to that position will assume office immediately to serve a term that will run through August 31, 1991.

An incumbent member of the NEA Executive Committee has filed for the vice presidency. If he is successful in his bid for that office, another Executive Committee position will become vacant and will be filled by the Representative Assembly. The individual elected to that position will serve from September 1, 1989, through August 31, 1990.

The Representative Assembly may also need to elect at-large NEA directors representing ethnic minorities, administrators, classroom teachers in higher education, and Active members employed in educational support positions pursuant to Article V, Section 1 (c), (d), (e), and (f) of the Constitution.

Candidates for all positions elected at the Representative Assembly must have been NEA Active members for two years immediately preceding the election. Time spent by an Active member in the former Educational Support membership category will be counted for purposes of the two-year requirement.

Filing forms and election information are available from the NEA Executive Office, 1201 16th St., N.W., Washington, DC 20036.

INSIDE NEA

Book Club

The NEA Professional Library Book Club is a new service that makes the latest commentary and research on education available to NEA members. Every three weeks, members receive *Book News*, which describes and reviews featured books of all publishers.

Members have the option of receiving, at discount, the main selection, an alternate, or no selection at all. There is no minimum purchase.

To join, or for more information, contact: NEA Professional Library Book Club, P.O. Box 941, Northvale, N.J. 07647-0941.

Video Library

The NEA Video Library offers high quality videos at cost. The catalog features videos devoted to a wide range of topics, everything from professional training to community outreach.

Some current titles: "Writing for Grants" (grant writing experts offer tips on obtaining funding), "Future Search: A Look at the Present with Dr. Harold Hodgkinson" (a noted authority on higher education), and "AIDS — The Strain on America's Resources" (a video that stresses the importance of AIDS education).

Videos that depict the NEA: "NEA: A Special Mission" (a history of the NEA), "20 Years of Unity" (depicting the merger of the NEA and the predominantly Black American Teachers Association), and "Women in the Civil Rights Movement."

For a current order form, contact: NEA Communications, 1201 16th Street, N.W., Washington, DC 20036.

CAPITAL REPORT

Vocational Education

NEA has outlined its priorities for Congressional reauthorization of the Vocational Education Act. The priorities include:

- safeguarded funding for underserved student populations.
- congressional approval of the Tech-Prep Education Act to assure better coordination between K-12 and postsecondary training programs.
- preserving the 3.5 percent setaside for sex equity.
- integration of vocational education programs into the regular curriculum.
- significant increases in program funding levels.

House hearings on the Vocational Education Act are completed. Senate hearings begin this summer.

Child Care

NEA Government Relations Director Ken Melley testified in April before the House Education and Labor Committee in support of H.R. 3, the Child Development and Education Act.

The bill, introduced by Augustus Hawkins (D-CA), is designed to focus resources on the child care and early childhood development needs of low-income families.

Special Elections

Two candidates endorsed by NEA-PAC, NEA's political action arm, have won special elections for seats in the House of Representatives.

In March, Democrat Jill Long captured Indiana's fourth Congressional District seat. In April, Democrat Glen Browder won Alabama's third C.D. with 65 percent of the vote.

ON THE CAMPUS

Title IX

Title IX of the 1972 Education Amendments prohibits sex discrimination in federally assisted education programs.

In 1984, the U.S. Supreme Court in *Grove City v. Bell* restricted Title IX's jurisdiction to cover only those programs and activities that receive federal money. Last year, the NEA-backed Civil Rights Restoration Action restored Title IX coverage to apply to the entire institution, regardless of where federal funds are utilized.

A new booklet, "The Restoration of Title IX: Implications for Higher Education" details the areas that are affected by Title IX: admissions, housing, counseling, financial aid, abortion, athletics, compensation, benefits, and marital or parental status.

The new booklet also lists actions that institutions must take under Title IX.

The booklet notes that Title IX is enforced by the Office for Civil Rights of the Department of Education. Individuals and organizations can challenge any discriminatory policy by contacting the Director, OCR, U.S. Department of Education, Washington, D.C. 20201-2516.

If discrimination is found, the government must first attempt to resolve the complaint through informal means.

Copies of "The Restoration of Title IX" are $5.00 (prepaid) from: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, Washington, DC 20009.

EX LIBRIS: *The University and the City: From Medieval Origins to the Present*, edited by Thomas Bender emphasizes the urban tradition of higher education. Price: $39.95 Contact: Oxford University Press, 200 Madison Ave., New York, New York 10016.

PROFESSIONAL NEWS

FACULTY TRAVEL

■ The Council on International Educational Exchange has added discount airfares to Europe and North Africa to the benefits available to holders of the International Teacher Identity Card. The card also offers proof of teacher status, travel and accident insurance, a toll-free emergency hotline, and discounts on accommodations. Send a passport-size photo, proof of teacher status, and a $10 cashier's check or money order to: CIEE, Campus, Information, and Student Services Department, 205 E. 42nd Street, New York, N.Y. 10017.

CONFERENCE

■ "Feminist Transformations," the eleventh annual conference of the National Women's Studies Association, will be held on June 14-18, 1989 at Towson State University, Towson, Maryland. Plenary sessions include: "Critical Questions," "Journeys in Our Lives: Learning Feminism," and "Engendering Knowledge: Feminist Transformation of the Curriculum." The conference includes over 250 sessions that address feminist theory, research, and practice. Christine Maitland of the NEA Higher Education Office will speak on pay equity in higher education as part of a session entitled: "Dancing Through the Minefields of Academia." For registration information contact: NWSA '89, Towson State University, Towson, MD 21204 (301-321-3681).

HANDBOOK

■ *Higher Education: Handbook of Theory and Research* offers reviews of research, analysis, and interpretation of issues of importance to higher education. The latest volume includes essays on "Faculty Participation in Strategic Policy Making" and "Faculty Vitality: Contexts, Concerns, and Prospects." Price: $43.20 prepaid. Contact: Agathon Press, 111 Eighth Avenue, New York, NY 10011.

PEACE STUDIES

■ The Peace Studies Consortium Project sponsors a peace studies resource center and colloquia on the conditions and institutions for peace. The Consortium maintains a mailing list and publishes a reference guide that describes over 500 graduate courses on peace taught in the New York City area. Price $5.00 (student — $3.00). Contact: Peace Studies Consortium, New York University, 635 East Building, 239 Greene Street, New York, N.Y. 10003.

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FROM THE LECTERN:

"The United States must rededicate itself richly to democratic education. . .That means treating all learners, as if they were moral equals. No more tattered, smelly classrooms for poor kids."

—Catharine R. Stimson, Dean of Graduate Studies, Rutgers University

Volume VI, Number 12 | NATIONAL EDUCATION ASSOCIATION | June 26, 1989

Higher Education Advocate

For NEA Members in Higher Education

Editor: Harold Wechsler
Production: Marie O. Warren

NEWSBREAK

Leadership Elections Top NEA RA Agenda

Over 8,500 NEA members from every level of education and every corner of the United States will converge on Washington, D.C. July 2-5 for the annual NEA Representative Assembly.

The Representative Assembly, once tagged the world's largest democratic deliberative body, is NEA's top policy-making organ.

Meeting under the theme *Public Education: Our Path to Progress*, delegates to the 1989 RA will elect a new NEA president, vice president, and executive committee members.

There are two announced candidates for NEA president:

- Keith Geiger, the current NEA vice president, from Michigan.
- John I. Wilson, a current NEA executive committee member, from North Carolina.

Current NEA President Mary Hatwood Futrell is completing her third two-year term, and, under the NEA Constitution, may not run for another term.

Robert Chase of Connecticut, also a current NEA Executive Committee member, is running unopposed for vice president.

Three positions are open on the NEA Executive Committee, and the results of the leadership elections may open another vacancy.

Announced candidates for the Executive Committee positions include: Sue Hovey of Idaho, Reg Weaver of Illinois, Linda Poindexter of Arkansas, Arlene Pavey of California, and Damon Moore of Indiana.

The May 1 *NEA Higher Education Advocate* contained a special insert with more detailed election information.

The RA delegates will also vote on proposed NEA resolutions and on items of new business.

Resolutions are NEA's formal expressions of opinion, intent, belief, or position. They set forth general concepts.

New business items are specific in nature and terminal in application.

The Representative Assembly is the highlight of over a week of Association activities.

Preceding the RA will be special conferences that address equity and instructional issues. They keynoter for the NEA instructional issues conference June 29 will be Sarah Lightfoot, professor of education at Harvard.

Later, midway through the RA, the annual NEA Human and Civil Rights dinner will recognize the nation's most outstanding educational achievements in the areas of human and civil rights.

Political action will also be a top focus of action both before and during the RA deliberations. Each year, delegates engage in a wide variety of fundraising events for NEA-PAC, NEA's the political action arm.

NEA higher education members will be active throughout the RA. The Washington, D.C. chairperson of the Host Committee for the convention is Gloria Green-Ridley, an NEA member at the University of the District of Columbia.

Green-Ridley is a former director of the U.D.C. Faculty Association and is a member of the NEA Higher Education Standing Committee.

Other U.D.C. faculty on the host committee include Louis R. Perkins, professor of biology/botany, and Miriam C. Everette, professor of education.

The National Council on Higher Education, the voice for higher education within NEA, will meet just prior to the RA — on June 28 at the Grand Hyatt in Washington D.C.

Complete coverage of the 1989 NEA Representative Assembly. See the next *Advocate*.

NEWSMAKER

Q. What was the purpose of your visit?

A. To attend an engineering conference sponsored by the People to People exchange program and to start a dialogue with the Engineering Society of Chinese People's Republic.

Q. Describe the scene on Tiananmen Square.

A. I saw 100,000 peaceful students in Tiananmen Square who were excited by the prospect of greater freedom and democracy. I saw no confrontations — but lots of banners.

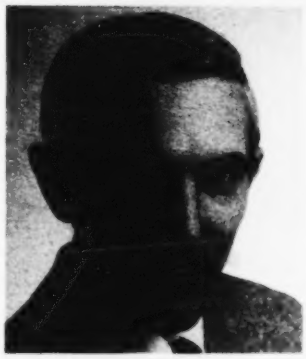
Students tried to open a dialogue with party representatives, but these representatives were put under house arrest. Even then, the students never thought their government would resort to atrocities. They considered their demands modest, and were only looking for a sign of change.

I thought the students would be cordoned off into a holding area until they dispersed themselves. The first troops, from local garrisons, had rapport with the students who handed them gifts and food. To clear the square, the government brought in troops from other areas who had no knowledge of their purpose.

Q. Tell us about your talks with student and academic leaders.

A. Student voiced reasonable requests. They felt that government officials directed their lives and wanted freedom of choice.

Officials use an exam taken while students are in middle school to assign them to high school or trade school. High school graduates are similarly channeled to college or to vocational school. All students are assigned jobs upon graduation.



Donald Fama

TURMOIL IN CHINA

In early June, the Chinese army suppressed the student movement after a month of pro-democracy demonstrations. Early estimates place the death toll in the hundreds.

NEA Higher Education member Donald Fama was in the People's Republic of China during the height of the demonstrations. He spent a week in Beijing, and several days each in Shanghai and Wuhan.

Fama has taught mathematics and computer science at Cayuga Community College, New York for 24 years. **Higher Education Advocate** ***editor Harold Wechsler interviewed Fama shortly after his return to the U.S.***

Students who completed graduate work in the U.S. learned that Americans chose their own program, profession, and job. These students wanted the same rights and said that freedom would make them happier and more productive.

Q. What was the atmosphere at the universities?

A. The Chinese are proud of many accomplishments. The friendly and outgoing professors and students showed me whatever I wanted to see.

I saw their IBM-compatible Great Wall Microcomputer, a new robot, some new labs, and many antiquated ones.

The younger professors spoke English, but the older ones did not. Many of the students I met have attended U.S. or English universities. Several interpreters were slated to go to U.S. colleges to major in English literature.

While in the West, Chinese students learned about conditions elsewhere and decided that openness, democracy, and freedom of occupational choice would make them more productive.

I saw no soldiers near any of the universities in Beijing. Students in Shanghai had popular support. Students in Wuhan, which is inland, were in contact with Beijing — often by FAX. Their demonstrations were smaller.

Q. What about the future?

A. When the students were on strike, the country lost them for six-weeks. Now many of these students — the nation's best — are permanently lost. China needed these students to fulfill important social, economic, and technical roles.

If the government gave the students a glimmer of hope — such as the opportunity to choose one job among many or of choosing a profession — they would have dispersed. Instead the government took the worst possible course.

For information on the National AIDS Hotline call 1-800-342-AIDS (English), 1-800-344-SIDA (Spanish), 1-800-AIDS-TTY (deaf access). The Centers for Disease Control sponsors the hotline.

INSIDE NEA

Curriculum Reform

Curriculum Reform in Higher Education is the third in a series of NEA booklets on key issues in higher education published by the NEA Higher Education Office.

Gerie Bledsoe, NEA's higher education coordinator, notes that *Curriculum Reform* offers a comprehensive overview of the issues that affect the undergraduate liberal arts curriculum.

The booklet details criticisms of current curricular offerings, proposed remedies, institutional and state responses, and issues for faculty.

Single copies of *Curriculum Reform in Higher Education* are free from: Higher Education Office, NEA, 1201 16th St., N.W., Washington DC 20036 (202-822-7136).

Organizing

"It was a long, complicated, and often frustrating campaign," says John Drueke, new president of the Southern Illinois Professional Staff Organization, "but the professional staff achieved their goal."

The goal: attaining collective bargaining rights.

The new NEA unit at Southern Illinois has elected a full slate of officers. Joining Drueke are: Hilde Duebbert, vice president, Claudia McCliton, secretary/treasurer, and executive board members Queen Hoyle, Leonard Long, Florence Petty, and Phyllis Wilkinson.

Besides technical and research employees at Edwardsville, the new SIUE professional staff unit includes 100 teachers, teacher aides, and staff assistants at SIUE's East St. Louis Center. Many members work in successful "at-risk" early childhood programs, including Head Start.

CAPITAL REPORT

Voc Ed Bill

In May, the House of Representatives voted to extend and enhance the NEA-supported Carl D. Perkins Vocational Education Act. This Act would authorize federal vocational education programs for five years and boost funding to $1.4 billion in FY90 — a $400 million increase over FY89.

For postsecondary institution funding, 70 percent of each allotment would be based on the number of Pell Grant recipients, 20 percent on the number of students served by the Rehabilitation Act, and 10 percent on enrollment. The new state distribution system would be phased in over three years.

The Senate will take up the voc ed legislation later in this session.

National Archives

"Archives provide the records essential for citizens to document individual and collective rights and experiences," notes a new report on the National Archives.

The report, *Developing a Premier National Institution: A Report from the User Community to the National Archives,* was published by the National Coordinating Committee for the Promotion of History, a coalition of over 50 organizations.

The report notes that while the number of federal records has significantly increased, federal budgetary cutbacks resulted in a 26 percent staff reduction in 1982, with accompanying reductions in expertise and work capacity.

The new report emphasizes the importance of: maintaining the quality and accessibility of holdings, stimulating intellectual exchange, increasing attention to users and their needs, and retaining capable personnel support.

ON THE CAMPUS

Faculty Evaluation

"Student evaluation can threaten individualization in teaching," says *Performance Appraisal for Faculty,* a new report on evaluating faculty performance.

"The most carefully designed instrument," note authors Robert Blackburn and Judith A. Pitney, establishes a uniform set of standards that assumes "that certain behaviors are good and that the absence of these behaviors constitutes proof of poor teaching."

The report asks, for example, if being "well-organized" is always a desideratum. Most student evaluation forms assume it is. The forms may unfairly penalize professors who ask their students to create order, rather than provide it for them.

The suggested alternative: a portfolio that eliminates the inequities of standardized ratings and frees faculty to concentrate on important activities.

The portfolio would contain evidence of teaching, future goals and a description of the support needed to attain them, and evidence that previously set goals have been reached.

A companion report, *Faculty as a Key Resource: A Review of the Research Literature,* by Robert T. Blackburn et al., was published in 1986.

Price of each report: $10.00 prepaid (checks payable to the University of Michigan). Contact: National Center for Research to Improve Postsecondary Teaching and Learning, 2400 School of Education Building, University of Michigan, Ann Arbor, MI 48109-1259.

The Politics of Philanthropy: Abraham Flexner and Medical Education by Steven C. Wheatley describes the career and influence of the author of the "Flexner Report." Price: $37.50 (cloth); $14.95 (paper). Contact: University of Wisconsin Press, 114 N. Murray St., Madison, WI 53715.

PROFESSIONAL NEWS

CAMPUS RACISM

■ Ethnoviolence is any act of insensitivity or violence motivated by racial, religious, or ethnic prejudice. *Still Burning: Confronting Ethnoviolence on Campus* is a two-part videotape that examines acts of campus ethnoviolence. The tapes, which were shown at the recent NEA Higher Education Conference, offer preventive measures and response strategies. Price: $120 (VHS); $160 (U—Matic). Contact: Marketing Coordinator, Instructional Technology, University of Maryland at Baltimore County, Baltimore, MD 21228-5398.

NEA PUBLICATIONS

■ All NEA Higher Education members automatically receive all three NEA higher education publications: the *NEA Higher Education Advocate* newsletter, the *Thought & Action* journal, and the *NEA Almanac of Higher Education*. But NEA higher members can also receive, upon request, *NEA Today*, the NEA publication received by all NEA members in elementary and secondary education. If interested in receiving *NEA Today*, send your name and address to: Membership Records, NEA, 1201 16th Street, N.W., Washington, DC 20036 and your subscription will be quickly processed.

FELLOWSHIPS

■ The National Humanities Center offers 35-40 fellowships for advanced study in history, philosophy, languages and literature, classics, religion, history of the arts, and other fields in the liberal arts. Social scientists, natural scientists, or professionals whose work has a humanistic dimension may also apply. Fellows are required to work at the Center. Stipends: individually determined. Deadline: October 15, 1989. Contact: Fellowship Program, National Humanities Center, P.O. Box 12256, Research Triangle Park, NC 27709-2256.

HISPANIC STUDENTS

■ The national newsweekly *Hispanic Link Weekly Report* analyzes changes in styles, activities, and goals of Hispanic campus organizations from the 1960s through the 1980s in its May 22 and May 29 issues. Price: $4.00. Contact: *Weekly Report* Back Issues, Hispanic Link News Service, 1420 N St., N.W., Washington, DC 20005 (202-234-0280).

WOMEN AND MATHEMATICS

■ On November 11-12, 1989, St. Cloud State University in Minnesota hosts a Conference on Women in Mathematics and the Sciences. The conference addresses issues at the undergraduate level and will initiate a networking system among institutions. To present a paper or to attend, contact: Professor Sandra Keith, Department of Mathemtics, St. Cloud State University, St. Cloud, MN 56301 (612-255-2282).

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FROM THE LECTERN:

The supposedly amateur world of academic sports is an industry, one that hires — indeed exploits — student athletes. . .The remedy for exploitation. . .is the same one used by other hired hands in other businesses: collective bargaining.

—New York Times editorial — March 3, 1989

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